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ABSTRACT

Reporting the effectiveness of Phase II of Portland's Career Guidance and Counseling project, this document presents the summative data documenting the goals, objectives, and participant attitudes toward the project. (Phase I centered on strategies to improve counseling staff involvement in cooperative efforts to upgrade career guidance and counseling programs in participating Portland schools.) The first of five sections is an evaluation report which includes background information, needs statements, purposes, phase I outcomes, phase II goals, results, evaluations, and recommendations. Phase II goals are stated as follows: (1) facilitate cooperation in upgrading career guidance and counseling programs in Portland secondary and middle schools, (2) assist plans for delivery of guidance and counseling services, (3) increase area and administration participation in strengthening the above services, (4) prepare a document on promising practices in the Portland project, (5) develop a model for adaptation in secondary school career guidance and counseling, and (6) provide a project evaluation. All goals, except a portion of number 3, are reported as having been met. The second section of the document contains a report on the needs assessment survey. The third section presents the complete Cleveland High School guidance and counseling building plan. Section 4 reviews career guidance and counseling innovations in the Portland school district. The final section is an adapter's guide for implementing career guidance and counseling in secondary schools. (CSS)

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FINAL REPORT

A UNIFIED APPROACH TO CAREER GUIDANCE PROGRAM DEVELOPMENT IN SECONDARY SCHOOLS

PHASE II

Encumbrance Numbers 26-001-533 and 26-001-534

Project Co-ordinator --- Louise Lothspeich

Portland Public Schools

Portland, Oregon

June, 1978

OREGON DEPARTMENT OF EDUCATION

CAREER PROGRAM DEVELOPMENT AND EVALUATION UNIT

APPLIED RESEARCH

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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EVALUATION.

REPORT: A UNIFIED APPROACH TO CAREER GUIDANCE & COUNSELING and PROGRAM DEVELOPMENT in SECONDARY SCHOOLS.

PHASE II - 1977-1978

The EVALUATION REPORT is summative data documenting the goals, objectives, activities, and participant attitudes toward the Career Guidance and Counseling Project of the Portland Public School District.

Project Director: Mrs. Louise Lothspeich,
Certified School Counselor

Project Evaluation Report written and submitted by:
Dr. Jan Welle, Guidance Specialist
June, 1978

E V A L U A T I O N R E P O R T: PHASE II

P A R T O N E

Includes:

Background Information
Needs Statements
Defined Purposes
Outcomes of Phase I
Evolution of the goals for Phase II of the project

CAREER GUIDANCE PROJECT: A UNIFIED APPROACH TO CAREER GUIDANCE AND PROGRAM DEVELOPMENT IN SECONDARY SCHOOLS - PHASE II: 1977-1978.

Phase II of the project was a specified outcome of the effectiveness of Phase I of the project to develop understandings and attitudes toward career guidance in the Portland Public School District. The second phase of the project was designed from the "grass roots" needs of the participants in the project the previous year. The goals and objectives and activities of the second phase evolved from the direct outcomes of the first phase. The dynamics of the project throughout the second phase elude to the continued support, communications, and program development of career guidance and counseling in this large, urban school district.

BACKGROUND: The major thrust of Phase I of the project was based upon a needs assessment survey given to the nucleus of 20 counselors representing some ten secondary schools in the Portland Public School District. The first phase of the project centered on identifying strategies which would:

> Develop and implement strategies which would enable counselors to improve the involvement of their counseling department staffs in a cooperative effort to upgrade the career guidance and counseling programs in the participating schools.

Throughout Phase I records were maintained, materials published and collected, activities were documented, and evaluations taken to provide direction for the development of a MODEL OF A PROCESS FOR THE DEVELOPMENT OF CAREER GUIDANCE AND COUNSELING IN SECONDARY SCHOOLS. The model would provide means for a large, urban school district to accomplish like-processes and needs satisfaction in the improvement of counseling and guidance programs and delivery systems.

NEEDS STATEMENTS

Participating project counselors, through project development activities, defined specific needs statements of counseling and guidance in the district. Their needs statements were based on their professional judgement and experience within the schools where they practiced counseling.

Needs Statements, Continued

A listing of the needs statements provided definite direction for project consideration. This listing included the following stated needs:

A.

- A.1. Developing and implementing student needs assessments.
- A.2. Utilizing the talents and resources of the counselors through more effective means of counseling within the Portland schools.
- A.3. Developing communications and cooperation among all staff members. Spreading career guidance throughout the school, utilizing all staff and curriculum opportunities.
- A.4. Providing continued counselor and teacher training in the area of career guidance.
- A.5. Establishing and implementing a comprehensive career center.

B.

- B.1. Counselors should function in various capacities in the school: in the classrooms, as consultants, giving skills away to teachers, and spending time planning and preparing Counselors should provide personal counseling as a component to the many counseling and guidance programs and services.
- B.2. There is a need for materials development.
- B.3. Community involvement through advisory committees and other community resources should be agressively encouraged.
- B.4. Counselors should work in areas of their strengths. (It is unrealistic to expect all counselors to be effective in all tasks and expertise).
- B.5. Priorities for counselors should be determined so they can function as counselors and behavioral specialists; not simply clerks of the school.
- B.6. Timelines for counseling goals and functions, and the accountability of them, should be established.

It was further stated that counselor cohesiveness, more positive public relations, greater involvement of parents and members of the business-economic community, and a comprehensive plan for delivering counseling and guidance services were necessary.

THE COMPREHENSIVE PLAN FOR DELIVERING COUNSELING AND GUIDANCE SERVICES was a major need if, in fact, other stated needs would be met. Thus, the purposes of Phase II took on new meanings from those of Phase I.

PURPOSE

PHASE II ----------

The primary purpose of Phase II of the project was to implement strategies which would proficiently implement the direction of the project. Phase II, to become successful, needed more involvement from professionals in the school system.

Need: more intensive counselor and administrator involvement from the current participating schools.

Need: to extend the experiences of the project to staff from the schools not currently participating in the project. The middle schools would be a primary target.

Need: to encourage more Area and Building Administrators to participate in the project. Their leadership, understanding, encouragement and direction is needed to truly reach the satisfaction of professional counseling needs of the project.

Need: to develop public awareness and participation in the project. Stronger, consistent and appropriate counseling and guidance services should be made available. Methods for providing public information should be identified. Conversely, the public will be encouraged through advisory committee participation, to help define priorities of counseling in our schools.

Need: to develop a brochure, suitable for dissemination to other interested school districts, of the selected PROMISING PRACTICES IN PORTLAND PUBLIC SCHOOLS' CAREER GUIDANCE AND COUNSELING.

Need: to provide continued coordination of the project through a project coordinator. Phase II of the project cannot be implemented without time provided, planning initiated, communications developed, and ongoing leadership provided for the project and its participants.

These major purposes underlie the goals and objectives which have been initiated for Phase II. The goals and objectives are an outcome of the stated needs. The stated needs are an outgrowth of Phase I of the project. Thus, Phase II of the project is a direction which has evolved from the previous year's project outcomes. The project takes on this direction for the purpose of improving career guidance in the Portland Public School District.

OUTCOMES FROM PHASE I

Although it is evident from the EVALUATIVE REPORT: PHASE I that the positive outcomes of the project's first phase were numerous, there are some specific outcomes which should be reviewed in order to understand the project goals for Phase II. Those specific outcomes can be stated as accomplishments:

* * * CAREER GUIDANCE AND COUNSELING WAS ESTABLISHED AS A VEHICLE THROUGH WHICH COUNSELORS IN PORTLAND PUBLIC SCHOOL DISTRICT COULD IMPROVE THEIR SERVICES TO STUDENTS, PARENTS, STAFF AND THE SCHOOL IN GENERAL.

* * * THE PROJECT ENCOURAGED ATTITUDINAL CHANGES AMONG SCHOOL COUNSELORS: MOVING TOWARD INVOLVEMENT WITH THE TOTAL STAFF, GROUP WORK WITH STUDENTS, AND CURRICULUM RESPONSIBILITIES.

* * * THERE WAS A DEMONSTRATED NEED FOR COUNSELOR RENEWAL.

* * * THE PROJECT ESTABLISHED AN ONGOING SYSTEM FOR COMMUNICATIONS AMONG COUNSELORS.

* * * THE PROJECT FOSTERED A POSITIVE REGARD TOWARD COUNSELING AND GUIDANCE IN THE PORTLAND PUBLIC SCHOOL DISTRICT.

* * * THERE WAS A DEMONSTRATION FOR THE NEED TO IMPROVE COUNSELING AND GUIDANCE PROGRAMS.

* * * IT BECAME APPARANT THAT LEADERSHIP IS A NECESSARY INGREDIENT FOR THE SUCCESS OF THE PROJECT.

From these SPECIFIC OUTCOMES OF PHASE I, came the relevant goals established for Phase II. Upon reviewing the EVALUATIVE REPORT: PHASE I and the above stated outcomes, it is apparant that the project is providing defined direction and movement toward the improvement of counseling and guidance in the Portland Public School District.

PROJECT GOALS: PHASE II - 1977-1978

The project goals evolved from the summary workshop of Phase I, the approval of the project participants, and the approval of the district administration of the school district. The goals were submitted and approved by the State Department of Education for further funding. Thus, the following listing of goals for Phase II were validated:

GOAL ONE: TO DEVELOP AND IMPLEMENT THE IDENTIFIED STRATEGIES WHICH WILL FACILITATE A COOPERATIVE EFFORT OF COUNSELORS, TEACHERS, AND ADMINISTRATORS TOWARD UPGRADING CAREER GUIDANCE AND COUNSELING PROGRAMS IN PORTLAND SECONDARY AND MIDDLE SCHOOLS, WITH EMPHASIS ON COMMUNITY AWARENESS AND INVOLVEMENT.

GOAL TWO: TO ASSIST IN THE DEVELOPMENT OF BUILDING PLANS FOR THE DELIVERING OF GUIDANCE AND COUNSELING SERVICES.

GOAL THREE: TO INCREASE AREA AND BUILDING LEVEL ADMINISTRATIVE PARTICIPATION IN STRENGTHENING CAREER GUIDANCE AND COUNSELING SERVICES IN SECONDARY AND MIDDLE SCHOOLS.

GOAL FOUR: TO PREPARE A DOCUMENT, SELECTED FROM THE COLLECTED MATERIAL, FOR DISSEMINATION BY THE STATE DEPARTMENT OF: PROMISING PRACTICES IN PORTLAND PUBLIC SCHOOLS, CAREER GUIDANCE AND COUNSELING.

GOAL FIVE: TO PROVIDE MATERIALS AND A SYNTHESIS OF THESE MATERIALS IN A FORM THAT WILL ENABLE A WRITER TO DEVELOP AN ADAPTER'S GUIDE (INCLUDING PHASE I) WHICH WILL PROVIDE A MODEL OF PROCESS FOR DEVELOPMENT OF CAREER GUIDANCE AND COUNSELING IN SECONDARY SCHOOLS. IT IS ANTICIPATED THIS WILL BE PUBLISHED AND DISSEMINATED BY THE STATE DEPARTMENT OF EDUCATION.

GOAL SIX: TO PROVIDE AN EVALUATIVE REPORT BASED ON COLLECTED EVALUATIVE MATERIALS OF THE PROJECT ACTIVITIES.

From the goals, specific objectives and meaningful activities were designed. The objectives provide direction of the project, and the activities are the means through which the direction was to have been reached.

EVALUATION OF GOAL ONE: ITS OBJECTIVES, ACTIVITIES, OUTCOMES

GOAL ONE: TO DEVELOP AND IMPLEMENT THE IDENTIFIED STRATEGIES WHICH WILL FACILITATE A COOPERATIVE EFFORT OF COUNSELORS, TEACHERS AND ADMINISTRATORS TOWARD UPGRADING CAREER GUIDANCE AND COUNSELING PROGRAMS IN PORTLAND SECONDARY AND MIDDLE SCHOOLS WITH EMPHASIS ON COMMUNITY AWARENESS AND INVOLVEMENT.

OBJECTIVES	ACTIVITIES	OUTCOMES	PROJECTED TIMELINE FOR COMPLETION OF ACTIVITIES
1.1 100% of the participating schools will prepare a method for increasing public awareness of Career Guidance and Counseling Services. 80% of the participating schools will form building level advisory committees and hold a minimum of two meetings during 1977-78, including any non-profit private school which accepts invitation to be included.	1.1.1 Staff development opportunities and consultant services will be made available for counseling department personnel needing assistance in the areas of community involvement and the formation of Advisory Committees.	1.1.1.1 At least one approach to community involvement will be utilized in each participating school. In half of the schools, advisory committees will be functioning.	May 30, 1978

EVALUATION REPORT: PHASE II

PART TWO

Includes:

Summative data of the achievement of the stated goals, objectives, activities, and outcomes

Evaluation of Goal One, Continued

OBJECTIVES	ACTIVITIES	OUTCOMES	PROJECTED TIMELINE FOR COMPLETION OF ACTIVITIES
1.2 60% of participating schools will develop a plan, including a timeline for implementation, for the diffusion of career guidance responsibilities among counselors, teachers, and administrators.	1.2.1 Appropriate workshops, seminars and staff development opportunities will be made available.. emphasis on special need of disadvantaged, handicapped and gifted students.	1.2.1.1 The identified plan will be developed and staff responsibilities identified.	May 30, 1978
1.3 70% of participating school counselors will participate in a minimum of half the staff development activities, including those counselors from non-profit private schools who indicate an interest.	1.3.1 Among those staff development opportunities offered will be: Workshops - 1) Classroom based Guidance Programs 2) Identifying and Utilizing Staff Talents 3) Time Management 4) Advisory Committee Development and Utilization 5) Special needs of disadvantaged, handicapped and gifted students.	1.3.1.1 Counselors will have had opportunities to improve their understanding and skills.	April 30, 1978

TABLE #1: GOAL ONE AND ITS OBJECTIVES

From the project activities which have been implemented and documented, the following table provides an overview of GOAL ONE and ITS OBJECTIVES which have been reached effectively.

OBJECTIVES	
Objective 1.1 100% of participating schools will prepare a method for increasing public awareness of Career Guidance and Counseling services. 50% of participating schools will form building-level advisory committees and hold a minimum of two meetings during 1977-78 including any non-profit private school which accepts invitation to be included.	Each participating school prepared means of increasing public awareness through various activities. In their own way, each participating school provided some increase in public awareness (publics being students, counselors, administrators, teachers, community) UNMET: 50% of participating schools did not form building-level advisory committees, and did not, therefore, conduct two meetings during 1977-1978. (See page 9 - explanation)
Objective 1.2 60% of participating schools will develop a plan, including a timeline for implementation, for the diffusion of career guidance responsibilities among counselors, teachers, administrators.	100% of participating school developed a plan which included timelines for implementation for the diffusion of career guidance responsibilities among counselors, teachers, administrators.
Objective 1.3 70% of participating school counselors will participate in a minimum of half the staff development activities, including those counselors from non-profit private schools who indicate an interest.	100% of participating school counselors participated in a minimum of half the staff development activities.

TABLE #2: GOAL ONE AND ITS ACTIVITIES, OUTCOMES, AND TIMELINES

ACTIVITIES	MET	UNMET	OUTCOMES	MET	UNMET	TIMELINE	MET	UNMET
1.2.1 Workshops, seminars & staff development opportunities	X		1.2.1.1 plan developed, staff responsibilities identified.	X		May 30, 1978	X	
1.3.1 Workshops offered with 5 specific objectives for improving counselor understanding and skills.	X		1.3.1.1 Counselors will have opportunities to improve their understandings & skills.	X		April 30, 1978	X	
1.1.1 Staff development opportunities & consultant services available for assisting counselors in community involvement & advisory committee formulation.	X		1.1.1.1 One approach to community involvement will be used in each participating school. 50% advisory committees will be functioning.		*UNMET	May 30, 1978	X	X

*GOAL ONE - OBJECTIVE 1.1 - ACTIVITIES 1.1.1 - OUTCOMES 1.1.1.1: AN EXPLANATION

It was apparent that the objectives, and activities were not met for this aspect of Goal One. The project director organized and provided the activities as described. The participation in the activities were so minimal that the outcomes could not be reached. After discussions with participating counselors on Summary Day, 1978, it was obvious that the counselors felt formation of advisory committees was foreign to their past experiences and they saw no usefulness. Thus they did not participate in this activity. Although some schools began this activity, and there were some outcomes with those schools, in no way was this aspect of Goal One met.

EVALUATION OF GOAL TWO: ITS OBJECTIVES, ACTIVITIES, OUTCOMES

GOAL TWO: TO ASSIST IN THE DEVELOPMENT OF BUILDING PLANS FOR DELIVERING GUIDANCE AND COUNSELING SERVICES.

GOAL

2.0 Assist in the development of building plans for delivering guidance and counseling services

OBJECTIVES	ACTIVITIES	OUTCOMES	PROJECTED TIMELINE FOR COMPLETION OF ACTIVITIES
2.1 100% of all Portland secondary and middle schools will write and submit a counseling and guidance plan (as required by State Minimum Standards) to the appropriate area office, including the Career Guidance component.	2.1.1 Workshops and seminars will be offered to assist those staff members directly affected in preparing the plan - each requirement will be addressed. 2.1.2 Staff development opportunities and consultant services will be made available for counseling departments needing help developing building plans.	2.1.1.1 - 2.1.2.1 The counseling and guidance plan, as required by the State Minimum Standards, will be completed and submitted to the responsible administrative personnel.	May 15, 1978

TABLE #3: GOAL TWO AND ITS OBJECTIVES

OBJECTIVE	
Objective 2.1 100% of all Portland secondary and Middle schools will write and submit a counseling and guidance plan (as required by State Minimum Standards) to the appropriate area office, including the Career Guidance component.	100% of all Portland secondary and middle schools wrote and submitted the guidance plan to the appropriate area office. Each plan included a career guidance and counseling component.

TABLE #4: GOAL TWO AND ITS ACTIVITIES, OUTCOMES, AND TIMELINES

ACTIVITIES	MET	UNMET	OUTCOMES	MET	UNMET	TIMELINE	MET	UNMET
2.1.1 Workshops/seminars will be offered to prepare plans.	X		2.1.1.1 - 2.1.2 The counseling plan will be completed and submitted to the responsible administrative personnel.	X		May 15, 1978	X	
2.1.2 Staff development opportunities and consulting provided	X			X		May 15, 1978	X	

EVALUATION OF GOAL THREE: ITS OBJECTIVES, ACTIVITIES, OUTCOMES

GOAL THREE: TO INCREASE AREA AND BUILDING LEVEL ADMINISTRATIVE PARTICIPATION IN STRENGTHENING CAREER GUIDANCE AND COUNSELING SERVICES IN SECONDARY AND MIDDLE SCHOOLS.

OBJECTIVES	ACTIVITIES	OUTCOMES	PROJECTED TIMELINE FOR COMPLETION OF ACTIVITIES
3.1 100% of building principals (or the vice-principal in charge of counseling and guidance) will participate in the final preparation and approval of their schools' counseling and guidance plans.	3.1.1 Workshops, seminars and any other staff development opportunities as well as consultation will be available to building and area administrators. (see 1.3.1)	3.1.1.1 Administrators will be knowledgeable and able to offer leadership in writing the counseling and guidance plans.	April 1, 1978
3.2 100% of building principals (or the vice-principal in charge of counseling and guidance) will participate in a minimum of one local counseling and guidance advisory committee meeting. (Applies to schools where committees have been formed).		3.2.1.1 Administrators will be involved with the counseling and guidance advisory committees.	May 31, 1978
3.3 70% of participating building administrators will take part in a minimum of one out-of-building staff development activity.		3.3.1.1 Administrators will have had opportunities to improve their leadership potential, understanding and skills related to career guidance and counseling.	April 30, 1978

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TABLE #5: GOAL THREE AND ITS OBJECTIVES

OBJECTIVE	
Objective 3.1 100% of building administrators (those in charge of counseling) will participate in final preparation and approval of their school's counseling plans.	100% of the building administrators (those in charge of counseling) participated in the final preparation and approval of their school's building plans for counseling and guidance.
Objective 3.2 100% of building administrators (those in charge of counseling) will participate in a minimum of one local counseling and guidance advisory committee meetings. (Applies to schools where committees have been formed).	UNMET: Although the administrators did participate in the local building advisory committee meetings, in those schools where committees formed, the major goals and objectives toward the formulation of advisory committees had not been met. Therefore this particular objective was UNMET, in the spirit of the intent for this objective.
Objective 3.3 70% of participating building administrators will take part in a minimum of one out-of-building staff development activity.	More than 70% of building administrators, participating in the project took part in at least one out-of-building staff development activity. Interest of administration was high.

TABLE #6: GOAL THREE AND ITS ACTIVITIES, OUTCOMES, AND TIMELINES

ACTIVITIES	MET	UNMET	OUTCOMES	MET	UNMET	TIMELINES	MET	UNMET
3.1.1 Workshops, seminars, staff development opportunities and consultation will be available to building and area administrators.	X		3.1.1.1 Administrators will be knowledgable and able to offer leadership in writing building guidance plans.	X		April 1, 1978	X	
			3.2.1.1 Administrators will be involved with the counseling and guidance advisory committees.	X	X*	May 31, 1978	X	X
			3.3.1.1 Administrators will have opportunities to improve their leadership potential, understandings and skills related to career guidance.	X		April 30, 1978	X	

*Administrators were involved in the workshops, seminars, and staff development opportunities of the project. Consultation was provided them and their counseling staffs. Since few building advisory committees were formulated by the given timelines, there is a slight measure of success and a high degree of non-success in outcome 3.2.1.1

EVALUATION OF GOAL FOUR: ITS OBJECTIVES, ACTIVITIES, AND OUTCOMES

GOAL FOUR: TO PREPARE A DOCUMENT, SELECTED FROM THE COLLECTED MATERIAL, FOR THE DISSEMINATION OF: PROMISING PRACTICES IN PORTLAND PUBLIC SCHOOLS, CAREER GUIDANCE AND COUNSELING.

OBJECTIVES	ACTIVITIES	OUTCOMES		PROJECTED TIMELINE FOR COMPLETION OF ACTIVITIES
4.1 Make available for dissemination a compilation of those practices, now current, which are showing promise of improving the delivery system of Career Guidance and Counseling to students--selected from the Portland high schools.	4.1.1 Gather information concerning various practices from existing documentation as well as from interviews.	4.1.1.1	The information concerning Career Guidance and Counseling "Practices" in all Portland high schools will be abstracted from gathered material.	April 30, 1978
	4.1.2 Establish the criteria which will be used to determine those PROMISING PRACTICES in the Portland District which are transportable to schools throughout the State.	4.1.2.1	The committee will recommend which of the "Practices" should be disseminated.	May 15, 1978
	4.1.3 Establish a committee to review the gathered material concerning "practices" and recommend those to be selected for dissemination.	4.1.3.1	See above	
	4.1.4 Compile the selected Practices for dissemination.	4.1.4.1	The "selected" Practices will be compiled.	June 10, 1978
	4.1.5 Produce the document.	4.1.5.1	The document will be produced.	June 30, 1978

TABLE #7: GOAL FOUR AND ITS OBJECTIVES

OBJECTIVE	
Objective 4.1 Make available for dissemination a compilation of those practices, now current, which are showing promise of improving the delivery system of Career Guidance and Counseling to students--selected from the Portland High Schools.	A compilation of practices now current and effectively demonstrative of career guidance and counseling practices with Portland Public School students is available through the project director's office and the Director of Career Education. (See appendix).

TABLE #8: GOAL FOUR AND ITS ACTIVITIES, OUTCOMES, TIMELINES

ACTIVITIES	MET	UNMET	OUTCOMES	MET	UNMET	TIMELINES	MET	UNMET
4.1.1 Gather information on practices from existing documentation as well as innovative interviews.	X		4.1.1.1 Information of "practices" will be abstracted from gathered materials.	X		April 30, 1978	X	
4.1.2 Establish criteria to determine Promising Practices in the district to be transportable to other schools in Oregon.	X		4.1.2.1 Committee will recommend Practices to be disseminated.	X		May 15, 1978	X	
4.1.3 Establish committee to review material on Practices & recommend those to be selected.	X		4.1.3.1 See above.	X		May 15, 1978	X	
4.1.4 Compile selected Practices for dissemination.	X		4.1.4.1 Selected Practices compiled.	X		June 10, 1978	X	
4.1.5 Produce document.	X		4.1.5.1 Document ready for printing and dissemination (see appendix).	X		June 30, 1978	X	

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EVALUATION OF GOAL FIVE: ITS OBJECTIVES, ACTIVITIES AND OUTCOMES

GOAL FIVE: TO PROVIDE MATERIALS AND A SYNTHESIS OF THESE MATERIALS IN A FORM THAT WILL ENABLE A WRITER TO DEVELOP AN ADAPTER'S GUIDE (INCLUDING PHASE I) WHICH WILL PROVIDE A MODEL OF PROCESS FOR DEVELOPMENT OF CAREER GUIDANCE AND COUNSELING IN SECONDARY SCHOOLS. IT IS ANTICIPATED THIS WILL BE PUBLISHED AND DISSEMINATED BY THE STATE DEPARTMENT OF EDUCATION.

OBJECTIVES	ACTIVITIES	OUTCOMES	PROJECTED TIMELINE FOR COMPLETION OF ACTIVITIES
5.1 Develop a process for proceeding with program development in Career Guidance and Counseling. Detail the organization, planning, implementation, evaluation and costs of the articulated Career Guidance and Counseling program in order to facilitate the writing of the Adapter's Guide.	5.1.1 Maintain a daily log of planning, activities, outcomes, experiences and costs.		May 15, 1978
	5.1.2 Maintain a complete file of all materials used, including workshops.	5.1.2.2)Complete record of all factors. 5.1.3.3)involved in the process for 5.1.4.4)implementing change in Career Counseling and Guidance so that delivery system to students is improved.	
	5.1.3 Maintain a file of all meetings pertaining to the project.		
	5.1.4 Enlist ongoing feedback and evaluation of the process from participating counselors, administrators and other involved personnel--maintain file of such.		
	5.1.5 Secure a writer to write the Adapter's Guide.	5.1.5.1 Writer secured	January 31, 1978
	5.1.6 Synthesize the collected material so that it will expedite the writing of the Adapter's Guide.	5.1.6.1 The writer of Adapter's Guide will have the material in synthesized form in order to facilitate the writing of the document.	May 30, 1978

TABLE #9: GOAL FIVE AND ITS OBJECTIVES

OBJECTIVES	
Objective 5.1 Develop a process for proceeding with program development in Career Guidance and Counseling. Detail the organization, planning, implementation, evaluation and costs of the articulated Career Guidance and Counseling program in order to facilitate the writing of the Adapter's Guide.	An effective process(es) have been formulated for the program development of career guidance and counseling. Nucleus of project counselors have unanimously approved process. (see below). Complete documentation has been kept on file by the project director and provides adequate information for the formulation of pertinent information for the Adapter's Guide.

The Project Counselors unanimously recommend the continuation of the Career Guidance and Counseling Project for 1978-79. We strongly urge both Area and District support of the project.

Alcena Boozer - Grant
Billy Burnam - Franklin
Paul Clare - Adams
John Cover - Marshall
Ernie Cowan - Kellogg
David Culver - Washington
Virginia Davis - Marshall
Dorothy Fetsch - Binnsmeade
Jerry Hagan - Jefferson
Bob Hull - Cleveland
Gladys Humbind - Job Corps
Ann Jamison - Madison
Cookie Landis - Markham
Hannah Larson - Cleveland
Elenore Maier - Portsmouth
Carol Mooney - Sellwood
Gloria Sandles - Cleveland
Jill Schoeder - Washington
Ken Sewright - Jefferson
Sue Sherry - Cleveland
Roberta Svoboda - Adams
Thomas Vickers - Voc. Village
John Vingelen - Benson
Lois Washington - Jackson
Woody Woodson - Grant

TABLE #10: GOAL FIVE AND ITS ACTIVITIES, OUTCOMES, AND TIMELINES

ACTIVITIES	MET	UNMET	OUTCOMES	MET	UNMET	TIMELINES	MET	UNMET
5.1.1 Maintain daily log of planning, activities, outcomes, experiences, costs.	X			X		May 15, 1978	X	
5.1.2 Maintain file of all material used, including workshops.	X		5.1.2.1 and 5.1.2.2 Complete record of all factors.	X		May 15, 1978	X	
5.1.3 Maintain file of all meetings pretaining to the project.	X		5.1.3.3 involved in process.	X		May 15, 1978	X	
5.1.4 Enlist ongoing feedback and evaluation of process from project counselors, administrators, and others: keep a file.	X		5.1.4.4 for implementing change in career guidance so a delivery system to students is improved. See above.	X		May 15, 1978	X	
5.1.5 Secure a writer to write the Adapter's Guide.	X		5.1.5.1 Secure a writer.	X		January 31, 1978	X	
5.1.6 Synthesize collected material to expedite writing of Adapter's Guide.	X		5.1.6.1 Materials given to writer in synthesized form for writing of guide.	X		May 30, 1978	X	

EVALUATION OF GOAL SIX: ITS OBJECTIVES, ACTIVITIES, AND OUTCOMES

GOAL SIX: TO PROVIDE AN EVALUATIVE REPORT BASED ON COLLECTED EVALUATIVE MATERIALS OF PROJECT ACTIVITIES.

OBJECTIVES	ACTIVITIES	OUTCOMES	PROJECTED TIMELINE FOR COMPLETION OF ACTIVITIES
6.1 Develop evaluation instruments for the purpose of gathering evaluative data.	6.1.1 Secure an evaluator.	6.1.1.1 Evaluator secured and providing services.	December 15, 1977
	6.1.2 Establish appropriate evaluative instruments.	6.1.2.1 Approved instruments adopted.	February 1, 1978
6.2 Assimilate evaluative data for report purposes.	6.2.1 Compile evaluative data.	6.2.1.1 Visible records of compiled evaluation data will be available.	May 15, 1978
	6.2.2 Produce evaluative report.	6.2.2.1 Report published.	June 30, 1978
	6.2.3 Disseminate the evaluative report to appropriate sources.	6.2.3.1 Listing of sources who have received report will be on file.	June 30, 1978

TABLE #11: GOAL SIX AND ITS OBJECTIVES

OBJECTIVE	
Objective 6.1 Develop evaluation instruments for the purpose of gathering evaluative data.	Evaluative instruments were developed for all major activities of the project. Likert attitudinal scales were the basic form of such instruments.
Objective 6.2 Assimilate evaluative data for report purposes.	Evaluative data was assimilated for report purposes.

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TABLE #12: GOAL SIX AND ITS ACTIVITIES, OUTCOMES, AND TIMELINES

ACTIVITIES	MET	UNMET	OUTCOMES	MET	UNMET	TIMELINES	MET	UNMET
6.1.1 Secure evaluator	X		6.1.1.1 Services provided	X		December 15, 1977	X	
6.1.2 Establish evaluative instruments for activities	X		6.1.2.1 Instruments adopted.	X		February 1, 1978	X	
6.2.1 Compile evalautive data	X		6.2.1.1 Visible records of evaluative data are on file.	X		May 15, 1978	X	
6.2.2 Produce evaluative report	X		6.2.2.1 Report published.	X		June 30, 1978	X	
6.2.3 Disseminate evaluative report appropriately	X		6.2.3.1 Sources listed who received report: on file.	X		June 30, 1978	X	

DISTRICT OR COLLEGE School District #1

SCHOOL BUILDING (where applicable) Administration Building

4. BUDGET

PROGRAM OR SUPPORT SERVICES TITLE:

Type of Expenditure and Object Code*	Federal Funds Requested	Local** Match (State & Local)	Total Costs	FOR STATE USE ONLY Approved Allocation
Salaries (100)	$ 7,902	$15,869	$23,771	
Employee Benefits (200) 22%	1,738	3,491	5,229	
Purchase Services (300)(Travel, Consultants, etc.)		3,525	3,525	
Supplies, Materials, etc. (400)		450	450	
Equipment (500) Adm. O/E 3.7%	360	873	1,233	
TOTALS	$10,000	$24,208	$34,208	

PROPOSED BUDGET

Project Coordinator	$19,672
Fringe Benefits @ 22%	4,328
Travel - local	300
Travel - out-of-city	450
Telephone	275
Other contracted services, including consultants and evaluator services	2,500
Supplies	450
Secretarial Support	1,640
Fringe Benefits @ 22%	360
Planning & Developmental Support for Individual Schools (including middle schools)	2,459
Fringe Benefits @ 22%	541
Administrative Overhead @ 3.74%	1,233
GRAND TOTAL	$34.208

EVALUATION REPORT: PHASE II

PART THREE

Includes:

Summary of project evaluation
Specific recommendations
Suggested direction for Phase III - 1978-79

PROJECT SUMMARY

Phase II of the project effectively reached five of the six major goals. The goal which was not fully reached included objectives which stressed the formulation of, the implementation of building advisory committees. The fact that many buildings did not complete these objectives provided impact upon several project activities.

Interpretation of Advisory Committee objectives which were unmet: The project director provided the necessary and scheduled activities to provide ample opportunity for the Advisory Committee objectives of the project to be met. It was the lack of participation from the project counselors and administrators which seemingly caused the objectives to remain unmet. Upon reflection of the matter, it is apparant that the following factors had influenced this particular objective of the project:

* Project counselors had maintained a high level of participation in all other project activities. This activity was not a priority among project counselors in lieu of the high level of participation in other activities.

* Project counselors found that formulation of advisory committees was a foreign practice to them, professionally, within their spheres of school counseling. Few operating models were available to them locally. The unknown seemingly dictated lack of participation.

* A nucleus of project counselors who participated in the summary day workshop recognized the value of Advisory Committees in their schools.

* The project demanded high degrees of participation for the major thrusts, creating the necessity of project counselors to complete major tasks: building plans.

* The Advisory Committee objective should be "held over" and acted upon in Phase III of the project to fully implement the intent of the building plan and community participation.

Project Summary, Continued

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MAJOR OUTCOMES OF PHASE II

Some of the major accomplishments of Phase II of the project can be summarized in these examples:

* * * A STUDENT NEEDS ASSESSMENT SURVEY WAS ADMINISTERED TO OVER 10,000 STUDENTS IN THE PORTLAND PUBLIC SCHOOLS PROVIDING A DATA BASE FOR DETERMINING STUDENT-STATED CAREER PRIORITIES.

* * * BUILDING PLANS FOR INFUSING CAREER GUIDANCE INTO THE COUNSELING AND GUIDANCE PROGRAMS AND SERVICES IN PORTLAND PUBLIC SCHOOLS WERE COMPLETED. ASSISTANCE AND SUPPORT WAS GIVEN THROUGH THE PROJECT FOR THE CONCEPTUALIZATION OF THE PLANS, THE RESEARCH AND DEVELOPMENT OF THE PLANS, AND NOW FOR THE IMPLEMENTATION OF PLANS.

* * * THROUGH BUILDING PLANS THERE HAS COME ABOUT AN INFUSION OF CAREER GUIDANCE INTO THE OVER-ALL PROGRAM, INVOLVING BOTH SECONDARY AND MIDDLE SCHOOLS IN PORTLAND.

* * * THE PROJECT HAS PROVIDED MAJOR INSERVICE AND STAFF DEVELOPMENT OPPORTUNITIES FOR SCHOOL COUNSELORS AND SOME ADMINISTRATORS IN THE SCHOOL DISTRICT.

* * * THE PROJECT HAS ASSISTED IN THE DEVELOPMENT OF STRATEGIES WHICH FACILITATE A COOPERATIVE EFFORT OF COUNSELORS, TEACHERS AND ADMINISTRATORS TOWARD UPGRADING COUNSELING AND GUIDANCE PROGRAMS AND SERVICES THROUGH CAREER CONCEPTS.

* * * THE PROJECT HAS BECOME RECOGNIZED THROUGHOUT OREGON AS A MODEL.

* * * THERE WAS AN INCREASE IN PARTICIPANTS IN THE PROJECT DURING PHASE II: 85 PROFESSIONALS JOINED THE PROJECT. INITIALLY IN PHASE I THERE WERE 20 PARTICIPANTS.

* * * THE PROJECT HAS PROVIDED ONGOING LEADERSHIP AND COORDINATION OF COUNSELING AND GUIDANCE IN A LARGE, URBAN SCHOOL DISTRICT.

Project Summary, Continued

PHASE II PROVIDES RATIONALE FOR CONTINUATION

The major concepts which Phase II has continuously endorsed through attitudes in the activities of the project, and through outward support to counselors are found in the following basic rationale recognized:

Concept One: Properly defined and understood, Career Guidance IS Guidance and Counseling.

Concept Two: Counselors, teachers, and administrators, generally, are doing the best they know how with guidance and counseling in the schools.

Concept Three: Provided the opportunity, and given the leadership, there can be a coordinated effort to improve career guidance understandings and skills of the school counselor for improved delivery of programs and services to students in the participating schools within the district.

Concept Four: Through planned and deliberate communications, training opportunities and staff development activities, counselor attitudes and performance can be improved.

The project has been a RESOURCE for school counselors in the participating Portland schools.

A RESOURCE for imformational exchanges regarding career guidance: both within and outside the school district.

A RESOURCE for staff development opportunities related to counselors and/or career guidance.

A RESOURCE which establishes means for supportive efforts: developing building plans, upgrading skills and understandings.

A RESOURCEFUL means of giving exposure to career guidance and encouraging greater career awareness.

A RESOURCE to assisting participating school counseling staffs in funding programs and services.

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Project Summary, Continued

PHASE II OF THE PROJECT REACHED STUDENTS

One of the highlights of Phase II is the fact that it was not solely counselor-oriented, but that it did, infact, touch many secondary and middle school students in the Portland Public Schools. This phase seemingly provided staff development offerings which were more student oriented than in Phase I. During the Summary Workshop of Phase I there was an open attitude among participating school counselors that they had been provided effective inservice opportunities, and they desired to apply new understandings and skills directly with students.

Such an attitude was carried over into Phase II of the project. Staff development activities centered on the development of peer counseling among students, group counseling and guidance skills, applying personal understandings of personal valuing with students in classrooms, groups, and individual conferences. Assessing student needs demonstrated this attitude once again. School counselors in Portland Schools had dreamed of the possibilities of assessing actual student needs, but did not have the direction, resources, nor the understandings and leadership of assessing some 10,000 students previous to the project. Upgrading career guidance programs and services was foremost on the minds of the school counselors as they progressed into the development and implementation of building plans.

Emphasis upon BUILDING PLANS FOR COUNSELING AND GUIDANCE was a major break through for Phase II. This was a major contribution of the project to the total school program. The building plans seemingly:

- Provided an avenue for school counselors to develop understandings about organizing programs and services.
- Offered consultation assistance to school counseling staffs in developing direct programs and services to students.
- Developed cohesiveness among counseling staffs for the purposes of writing plans.
- Initiated concern for a student assessment to target plans for relevancy.
- Provided skill building sessions offered counselors and administrators.
- Provided cooperative efforts among counselors and administrators regarding the meaning of counseling.

Project Summary, Continued

PROJECT RECOMMENDATIONS

From the HIGH DEGREE OF SUCCESS which the project has experienced in Phase II, and from the EXPRESSED DESIRE of the nucleus of participating counselors at the SUMMARY WORKSHOP - 1978, the following recommendations are extended to the project participants, the Director of Career Education, Portland Public Schools and the State Department of Education.

RECOMMENDATION #1: THAT THE PROJECT CONTINUE INTO PHASE III.

Summary Day Workshop - 1978, the participants unanimously agreed that there is a need to continue the project into another year. The discussion among the participants stressed:

- The project has provided needed inservice and staff development opportunities for staff.
- The project has provided needed direction for counseling and guidance in Portland schools.
- The project stimulates improved counseling practices among school counselors.
- The project is a resource for counseling and guidance otherwise not found in the district.
- The project endeavors to enhance ongoing communications within all three areas: a needed factor if programs are to significantly serve career guidance needs of students effectively.
- The project assists school counselors in fundamental practices such as meeting the minimum standards of the state, in incorporating students into the guidance processes of the school, developing cooperation among counselors and administrators and teachers; planning and developing relative programs and services, stimulating meaningful delivery services for counseling and guidance throughout the district.
- The project has demonstrated credibility within the district.

Project Summary, Continued

Project Recommendations

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RECOMMENDATION #2: THAT THE DIRECTION OF PHASE III EMPHASIZE THE IMPLEMENTATION OF BUILDING PLANS WITHIN THE SCHOOLS OF THE DISTRICT.

Now that building counseling and guidance plans have been written and approved, it is vital that such meaningful work is not disregarded. TO DISREGARD SUCH MEANINGFUL EFFORT OF PHASE II IS TO HAVE DISREGARD FOR THE TAX DOLLAR WHICH HAS BEEN SPENT TO ASSIST IN THE DEVELOPMENT OF THE BUILDING PLANS. There is a tremendous regard for the building plans among school counselors who participated in the writing of the plans. Their intention is to implement the plans. Without the leadership of the project, the coordination of the building plans, and the means of inservice for counselors, it would be difficult, in the opinion of the evaluator, for the Portland Public School District to implement the building guidance plans. The following is some criteria for Phase III of the project:

Criteria #1: In order to meet minimum standards in pupil personnel services, it is vital that guidance building plans, and a district guidance plan be OPERATIONAL.

Criteria #2: If the building plans and a district plan are to become operational, there is need for a coordinated effort to provide a delivery system for the building plans.

Criteria #3: A delivery system of counseling and guidance is dependant upon modes of facilitation. Currently school counselors lack some of those modes of facilitation, and seek staff development and consultation opportunities for this purpose. Phase III can provide such opportunities.

Criteria #4: Through implementation of building plans there is a need to provide accountability of staff (counselors) towards the operation of programs and services as designated within the building plans. Such accountability has been lacking in many schools in the district. Such accountability is good, necessary, and a needed ingredient for effective guidance in schools.

Therefore, Phase III should take direction of implementing building guidance plans within the district.

Project Summary, Continued

Project Recommendations

RECOMMENDATION #3: ACCOUNTABILITY SHOULD BE A HIGH PRIORITY IF THERE IS TO BE FURTHER IMPROVEMENT IN THE DELIVERY SERVICES OF COUNSELING AND GUIDANCE IN THE PORTLAND PUBLIC SCHOOL DISTRICT.

From the experiences of Phase I and Phase II of the project there have been demonstrated several unique outcomes. Among these outcomes are:

+ When school counselors (through participation in the project) learn "How to" upgrade and implement guidance programs and services, they tend to take on personal and professional leadership within their building.

+ Through staff development workshops, seminars, consultations, and experiences, the project counselors have gained confidence in their work, have become "renewed" in their attitudes about thier work, and have demonstrated defined changes in upgrading their counseling and guidance practices with students, staff, and community.

+ There is a need to continue with time management and results management concepts: to further extend the school counselors understanding of them, and implementing them.

+ Project counselors have expressed a need to become accountable through meaningful evaluation processes of the work they do and of the programs and services offered in their schools. This attitude toward accountability is a healthy attitude expressing growth in their ability to perform and to provide counseling in the schools.

+ Project counselors are not merely satisfied with the writing of the building plans.

+ Through effective outcomes of Phase I and Phase II of the project, participants have experienced improvement and choose to continue to improve.

Project Summary, Continued

Project Recommendations

RECOMMENDATION #4: THERE IS A DRAMATIC NEED FOR LEADERSHIP AND COORDINATION OF THE IMPLEMENTATION OF BUILDING PLANS AND FOR COUNSELING AND GUIDANCE IN GENERAL IN THE DISTRICT.

The nucleus counselor participants on Summary Day Workshop unanimously agreed that if any phase of the project is to continue another year, and especially if there is the possibility for dissemination to other school districts, that the need for leadership and coordiantion of the project and of dissemination be provided through the project. The participants recognized the value of leadership and coordination through the project activities and outcomes. They expressed throughout the discussions that the Portland Public School District must commit itself to leadership and coordination if the building plans are to become operational.

The recommendation carries with it the following suggestions:

- That leadership continue as it has been demonstrated through the project director.
- That coordination of project activities be maintained in the same manner: low-keyed but with highly effective results.
- That the project director maintain the responsibility, through the Career Education Director's jurisdiction, for Phase III.
- That the responsibilities of dissemination be held to a minimal in order that the greatest amount of effectiveness can be attained in Phase III for the Portland Public School District itself.

In conclusion, the EVALUATION REPORT: Phase II suggests that the (1) project has been highly effective during its second year, (2) school district continue the project into Phase III within the specific direction suggested in this report, (3) goal of establishing Advisory Committees within buildings be reinacted during Phase III, (4) four major recommendations of this report be adopted.

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Project Summary, Continued

COMMENDATIONS

It may be unusual for an evaluator to include commendations within the Evaluation Report. However, it is the experience of this evaluator to have discovered some outstanding factors within the project, and through commendations such outstanding factors shall be reported and documented.

Special Commendation is given to Mrs. Lothspeich, Project Director, who has initiated the project beyond the call of duty. She has implemented successfully, in Phase II, each and every activity which is designated in the project design. She has effectively implemented the strategies of the project carrying out the project in a manner which has brought success to its activities. Louise Lothspeich has maintained the credibility of the project through her professionalism, personal endeavor, cooperative attitudes and efforts, and administrative ability. She has taken on the role of being a counselors' resource and has developed wholesome relationships with counselors throughout all three areas, schools, and counseling staffs in the Portland Public School District. Although the project and its processes can be transported to other districts, with other personalities maintaining the leadership and coordination, Louise Lothspeich has established an effective model of leadership for the project. She is to be highly commended for her implementation of a truly effective project.

Commendation is given to Mr. Marv Rasmussen, Director of Career Education, who has given of himself and has provided administrative leadership to the project. Through him the project has effectively infused career guidance into the three areas of the district. Through him the school counselors in the district have realized the potential of like programs and services for students throughout the three areas. Through his assistance the funding, administration of, and implementation of the project has been greatly benefited.

Commendation is given to the nucleus of counselors who formulated the heart of the project throughout these past two years. Through their positive regard, leadership and wholesome attitudes toward the development of counseling and guidance, the project realized success. Their influence has reached others, spreading the effectiveness of the project, and reaching more counseling and administrative staff members in the district. Through their participation, others participated. The high level of participation in Phase II of the project speaks to their truly positive influence on other professionals.

Project Summary, Continued

Commendations

Commendation is given to Building administrators of the district who participated in Phase II. Their participation influenced staff participation. Their participation demonstrated their openness, concern and regard for counseling and guidance in their schools and in the district. They are to be commended for the time given, the leadership provided, and the influence they have shared.

Commendation is given to the District Administration of Portland Public School District. It was through the approval of Phase II that the benefits of the year's experiences were reaped. The administration is commended for their cooperation in a project which has grown and provided impact in three geographical areas of the district's boundries. The challenge remains yours! The project counselors see the need and choose to participate another year. There is evidence of dramatic needs for the implementation of building plans, accountability, and staff development. It is recommended to the administration that Phase III be approved and implemented during the school year of 1978-1979.

Submitted by:

Jan Welle, Ph.D
Guidance Specialist
June 1978

REPORT - 1977-78

NEEDS ASSESSMENT SURVEY

Prepared by:

Louise Lothspeich
Project Coordinator
Career Guidance and
Counseling Project
Portland Public Schools

INTRODUCTION

Counselors often have difficulty communicating the effectiveness of guidance and counseling programs to students, parents, teachers and administrators. Although this difficulty is due in part to the nature of the counseling process, a better job can and must be done.

Guidance by objectives is becoming, or has become, a fact of life for most guidance counselors. This is good! It will cause everyone involved in the important task of helping students to ask the questions:

What am I doing?
Who am I doing it for?
What should I be doing?
Do I have the competence to do it?
Is what I am doing working?

The process will both strengthen the guidance profession and result in better guidance services for the students we serve together.

The first step in the process is to involve students in some kind of a Needs Assessment so that the staff will know where the students think they have "unmet needs." The high schools in the Portland District have used the American College Testing survey which is known as the Guidance Services Needs Assessment Survey (part of a Conceptual Guidance Model referred to as River City).

The results of this survey are included in this report. Over 7,000 students, 9-12, were surveyed.

Louise Lothspeich
Project Co-ordinator
Career Guidance and
Counseling Project
Portland Public Schools
April, 1978

HOW TO READ THE REPORT

Set No. I

This first set of information is a rank order of the Needs Not Met -- by Area composites.

The Index Number of Satisfaction Met refers to those items which, on the basis of the formula recommended by the American College Testing researchers, indicates a HIGH-HIGH PRIORITY OF NEEDS NOT MET.

Example: If ever student marked an item in the "strong-need" column, the index number for that would be 1.0

The Portland High Schools, for the purpose of this report, elected to use a .80 cutting line. Thus, .80 represents the low end of the NEEDS NOT MET although it is well within the range of HIGH_HIGH priority.

Further illustration of this Tabulating and Analyzing Data is in the appendix of this document.

Set No. II

The second set of information is a regrouping of the "highest need items" by categories, and those statistics are provided by Area Composite as well as by each school within the area. Only high schools were surveyed.

Appendix

Tabulating and Analyzing Data

Survey instrument used

USE OF THIS MATERIAL

It is the intention of the counseling staffs in most of the Portland High Schools that the needs expressed by their students, in their high school, will be addressed in the writing of the building plans for guidance and counseling.

SET NUMBER I

Areas

Composites

AREA I COMPOSITE

atisfaction Index (not met)	Index Number	
.90	46	To get some on-the-job experiences in my high interest areas.
.89	47	To do an in-depth exploration of jobs which relate to my interests and abilities.
.89	57	To know more about job opportunities in my high interest areas.
.89	60	To become more fully aware of the guidance and counseling services.
.88	39	To know about financial aids for continuing education beyond graduation.
.88	45	To talk with people employed in my high interest areas.
.87	40	To become more aware of educational alternatives after graduation.
.87	41	To become aware of career training offered in my high interest areas.
.87	51	To talk to a counselor about career plans.
.87	53	To know what jobs are available locally.
.87	58	To get to know my counselor/advisor better.
.85	34	To find more courses relevant to my future.
.85	54	To know where and how to start looking for a job.
.85	59	To talk about personal concerns with a counselor.
.84	25	To better understand my standardized test scores.
.84	37	To know how to prepare for careers in which I am interested.
.84	43	To know how the things that are important to me affect my career choice.
.84	44	To know more about possible careers and the world of work.
.84	48	To have actual on-the-job experience to know what it is like to be employed.
.84	49	To know how important people influence my career choice.
.83	26	To understand what I can realistically achieve.
.83	38	To know how the courses I am taking relate to my career plans.
.83	55	To know how to apply and interview for jobs.
.83	56	To have help to obtain part-time and/or summer work.
.82	7	To learn better to tell others how I feel.
.82	27	To know how to assess and evaluate my goals.
.81	50	To develop career plans and goals.
.80	1	To know more about my abilities, interests, and other characteristics.
.80	35	To receive more help in selecting courses.
.80	36	To find courses which are appropriate to my educational needs.
.80	42	To understand the impact of work on my life.

AREA II COMPOSITE

Satisfaction Index (not met)	Index Number	
.92	60	To become more fully aware of the services available through the guidance program.
.90	46	To get some on-the-job experience in my high interest areas.
.90	57	To know more about job opportunities in my high interest areas.
.89	39	To know more about financial aid for continuing education beyond graduation.
.89	40	To become more aware of educational alternatives after graduation.
.89	45	To talk to people employed in my high interest areas.
.89	47	To do an in-depth exploration of jobs which relate to my interests and abilities.
.89	53	To know what jobs are available locally.
.88	41	To become aware of career training offered in my high interest areas.
.87	51	To talk to a counselor about career plans.
.87	54	To know where and how to start looking for a job.
.86	25	To better understand my standardized test scores.
.86	34	To find more courses relevant to my future.
.86	44	To know more about possible careers and the world of work.
.86	49	To know how important people influence my career choice.
.85	33	To know more about graduation requirements.
.85	48	To have actual on-the-job experience to know what it is like to be employed.
.85	56	To have help to obtain part-time and/or summer work.
.85	59	To talk about personal concerns with a counselor.
.84	7	To learn better to tell others how I feel.
.84	37	To know how to prepare for careers in which I am interested.
.84	38	To know how the courses I am taking relate to my career plans.
.84	58	To get to know my counselor/advisor better.
.83	26	To understand what I can realistically achieve.
.83	36	To find courses which are appropriate to my educational needs.
.83	43	To know how the things that are important to me affect my career choice.
.82	1	To know more about my abilities, interests, and other characteristics.
.82	10	To better understand teachers.
.82	27	To know how to assess and evaluate my goals.
.82	55	To know how to apply and interview for jobs.
.81	4	To understand how my feelings affect my behavior.
.81	24	To know more about my strengths and weaknesses.
.81	35	To receive help in selecting courses.
.81	50	To develop career plans and goals.
.80	23	To become more tolerant of persons whose views differ from mine.

AREA III COMPOSITE

Satisfaction Index (not met)	Index Number	
.91	60	To become more fully aware of the services available through the guidance program.
.90	57	To know more about job opportunities in my high interest areas.
.89	39	To know more about financial aid for continuing education beyond graduation.
.89	45	To talk with people employed in my high interest areas.
.89	46	To get some on-the-job experience in my high interest areas.
.89	47	To do an in-depth exploration of jobs which relate to my interests and abilities.
.88	40	To become more aware of educational alternatives after graduation.
.88	41	To become aware of career training offered in my high interest areas.
.88	53	To know what jobs are available locally.
.86	25	To better understand my standardized test scores.
.86	37	To know how to prepare for careers in which I am interested.
.86	44	To know more about possible careers and the world of work.
.86	51	To talk to a counselor about career plans.
.85	34	To find more courses relevant to my future.
.85	49	To know how important people influence my career choice.
.84	38	To know how the courses I am taking relate to my career plans.
.84	54	To know where and how to start looking for a job.
.83	26	To understand what I can realistically achieve.
.83	58	To get to know my counselor/advisor better.
.83	59	To talk about personal concerns with a counselor.
.82	27	To know how to assess and evaluate my goals.
.82	43	To know how the things that are important to me affect my career choice.
.81	7	To learn better to tell others how I feel.
.81	48	To have actual on-the-job experience to know what it is like to be employed.
.81	55	To know how to apply and interview for jobs.
.81	56	To have help to obtain part-time and/or summer work.
.80	10	To better understand teachers.
.80	24	To know more about my strengths and weaknesses.

SET NUMBER II

CATEGORIES

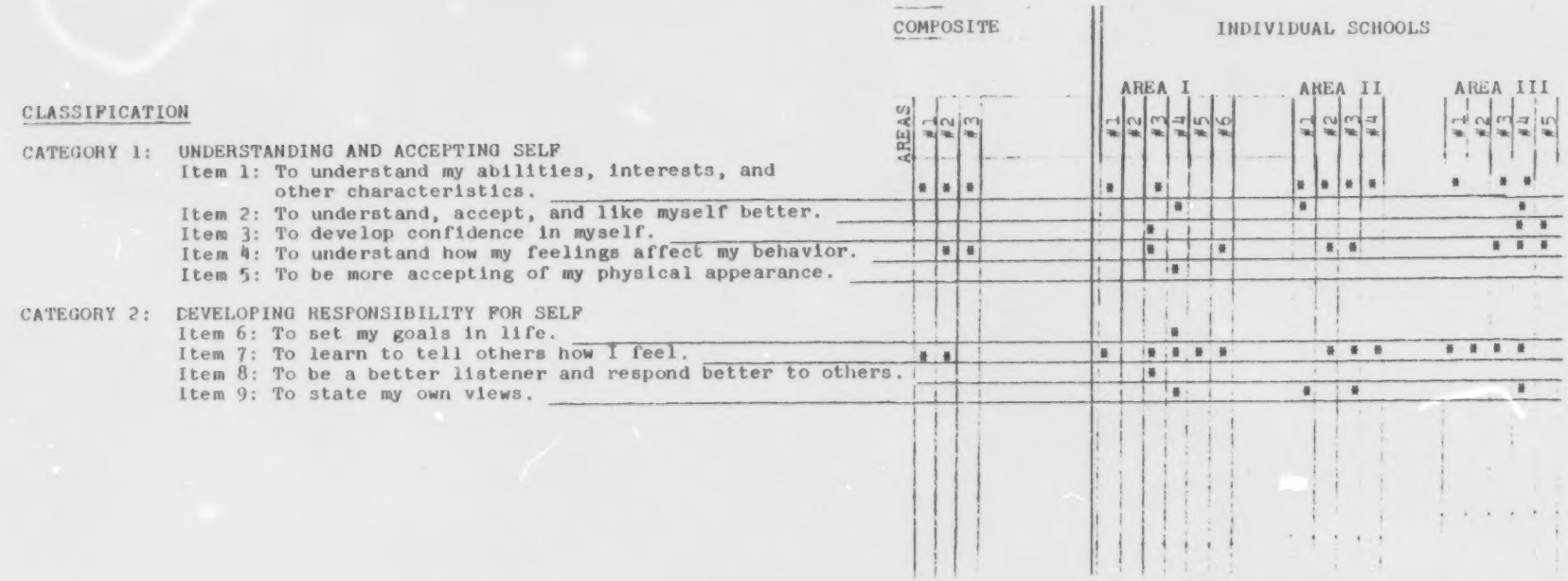
AREA COMPOSITES

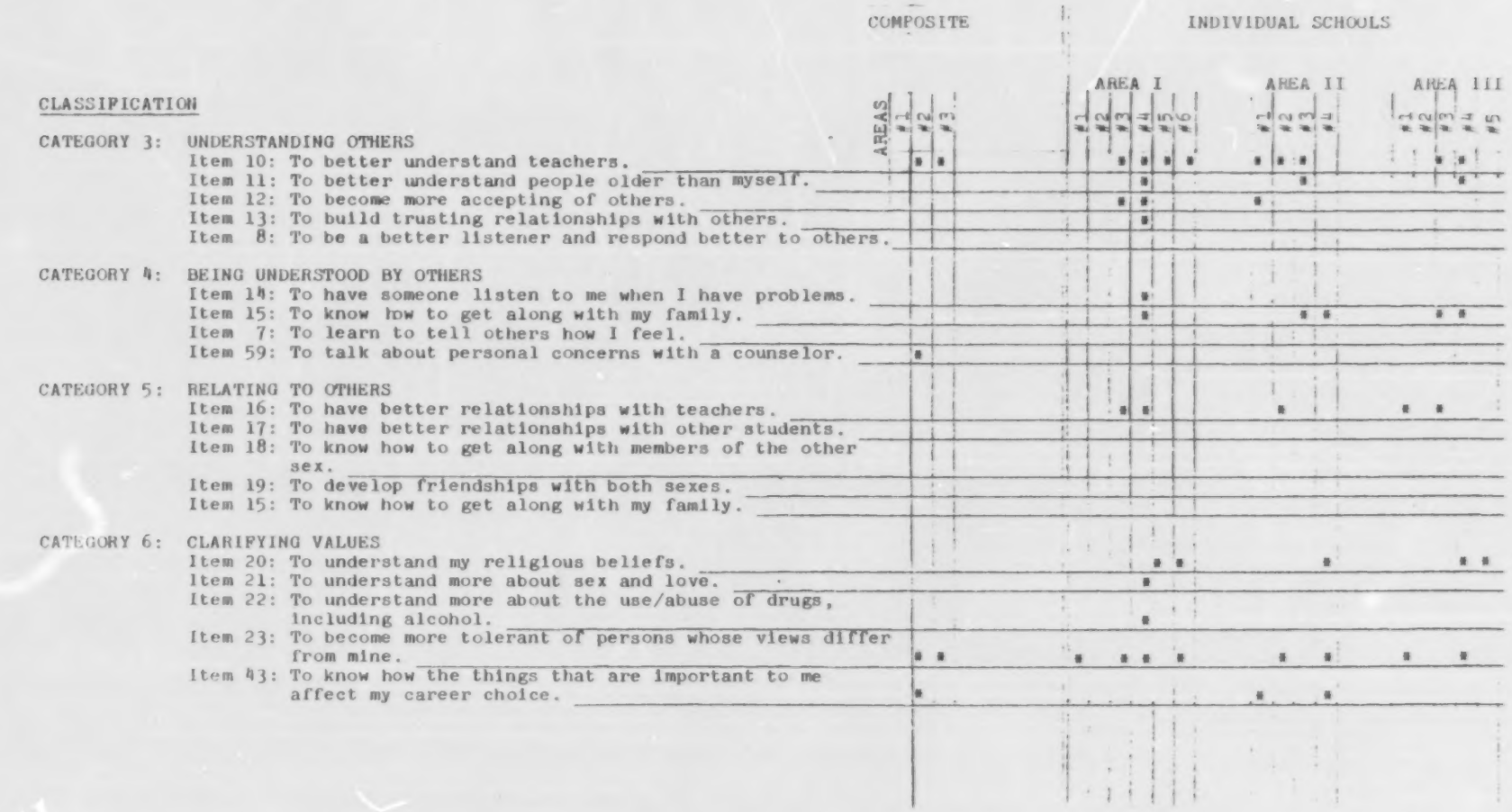
HIGH SCHOOL BREAKDOWN

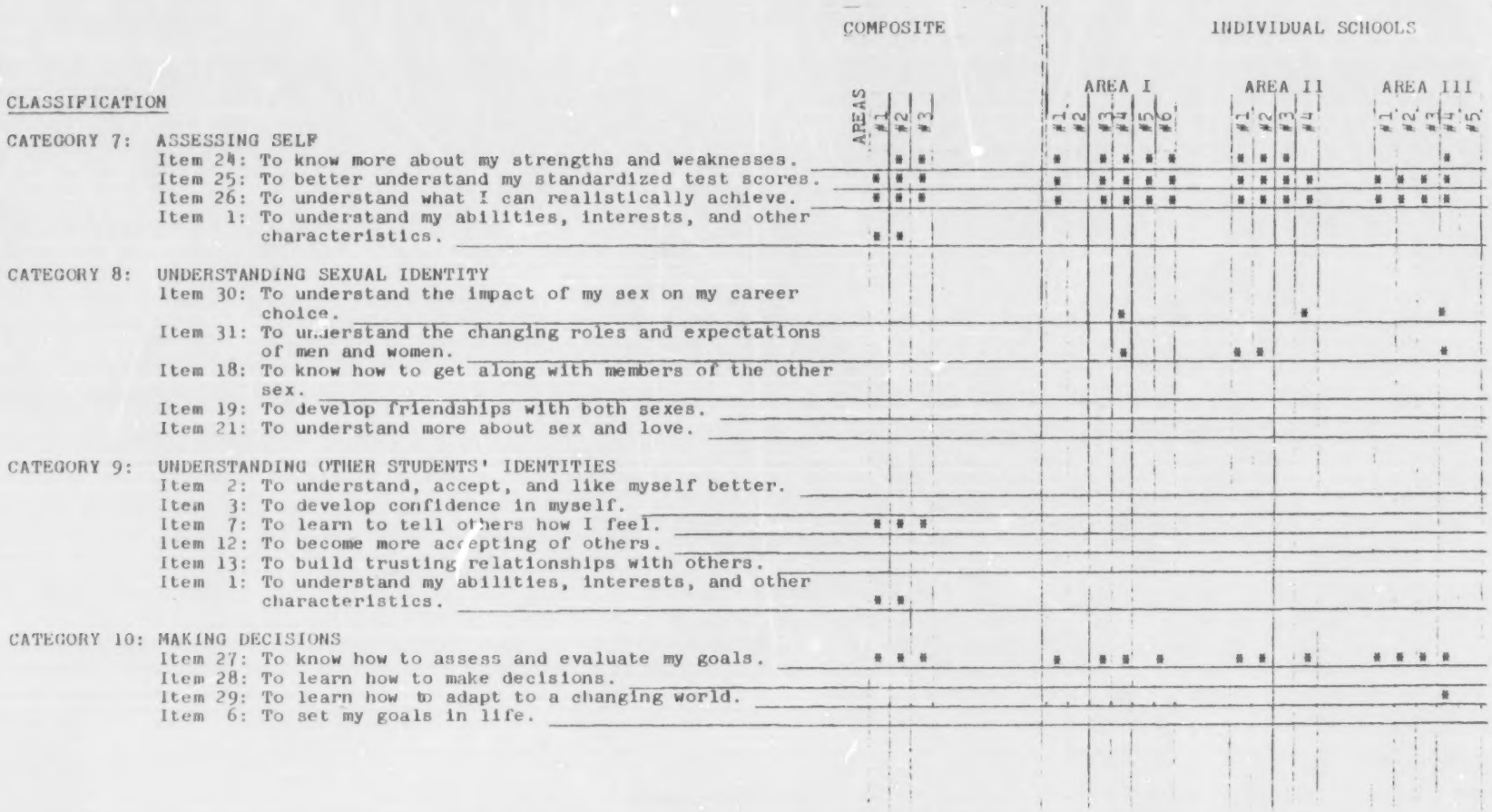
CATEGORY CLASSIFICATION

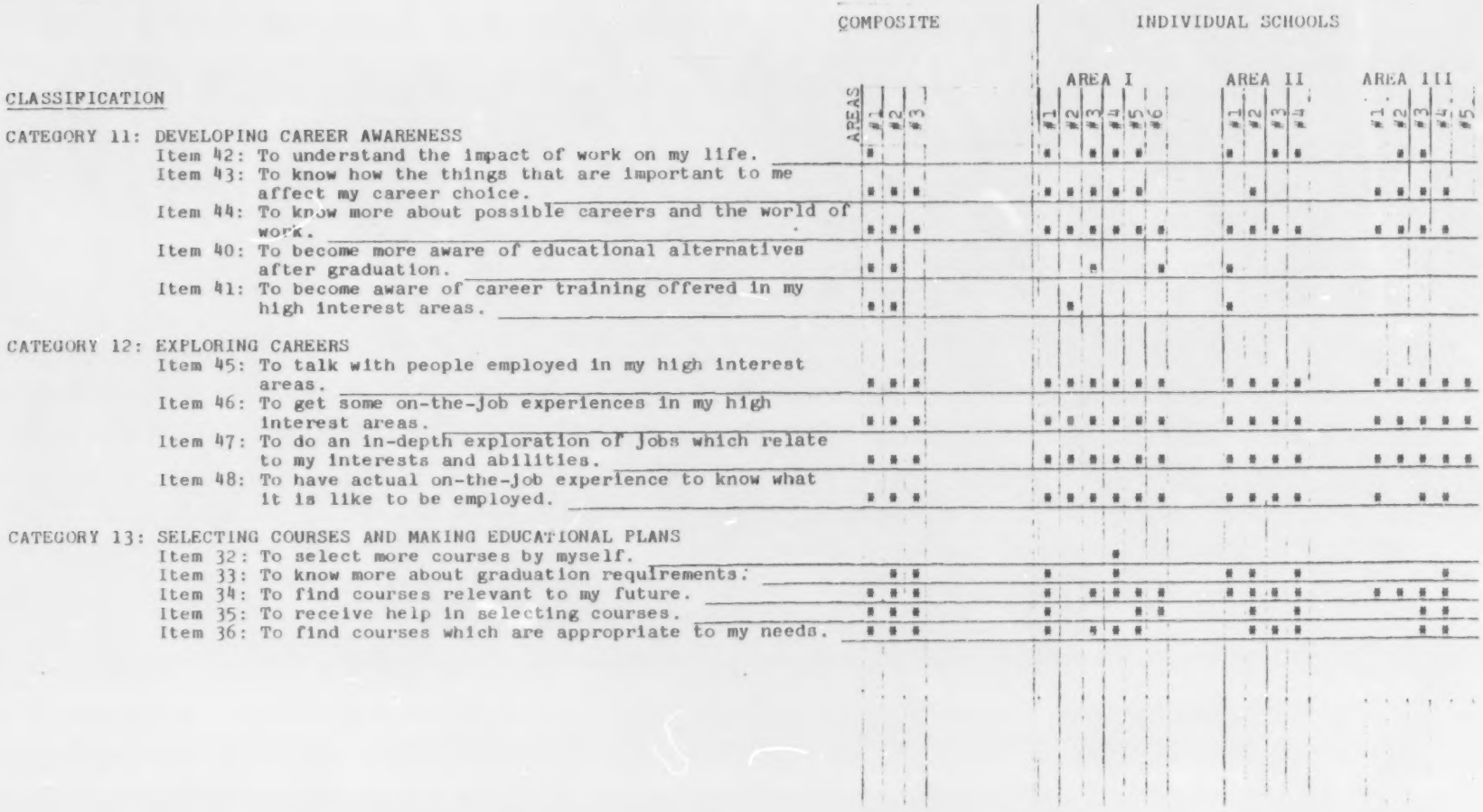
The second step in establishing the priority of student needs is to translate the Needs Assessment Survey items and data into meaningful and manageable categories. Seventeen such categories were identified by the River City Guidance Committee. Individual Needs Survey items were assigned on a logical basis to each category and the response data were translated to determine categorical, as well as item, priority. Some items were used in more than one category because of the overlapping characteristics of the items.

The 17 categories and the support items were classified and tabulated.
The asterisks indicate a "needs index number" of .80 or above.


COMPOSITE
INDIVIDUAL SCHOOLS
AREA I
AREA II
AREA III
AREAS
#1
#2
#3
#4
#5
#6
CLASSIFICATION
CATEGORY 1: UNDERSTANDING AND ACCEPTING SELF
Item 1: To understand my abilities, interests, and other characteristics.
Item 2: To understand, accept, and like myself better.
Item 3: To develop confidence in myself.
Item 4: To understand how my feelings affect my behavior.
Item 5: To be more accepting of my physical appearance.
CATEGORY 2: DEVELOPING RESPONSIBILITY FOR SELF
Item 6: To set my goals in life.
Item 7: To learn to tell others how I feel.
Item 8: To be a better listener and respond better to others.
Item 9: To state my own views.


COMPOSITE
INDIVIDUAL SCHOOLS
AREAS
#1
#2
#3
AREA I
#1
#2
#3
#4
#5
#6
AREA II
#1
#2
#3
#4
AREA III
#1
#2
#3
#4
#5
CLASSIFICATION
CATEGORY 3: UNDERSTANDING OTHERS
Item 10: To better understand teachers.
Item 11: To better understand people older than myself.
Item 12: To become more accepting of others.
Item 13: To build trusting relationships with others.
Item 8: To be a better listener and respond better to others.
CATEGORY 4: BEING UNDERSTOOD BY OTHERS
Item 14: To have someone listen to me when I have problems.
Item 15: To know how to get along with my family.
Item 7: To learn to tell others how I feel.
Item 59: To talk about personal concerns with a counselor.
CATEGORY 5: RELATING TO OTHERS
Item 16: To have better relationships with teachers.
Item 17: To have better relationships with other students.
Item 18: To know how to get along with members of the other sex.
Item 19: To develop friendships with both sexes.
Item 15: To know how to get along with my family.
CATEGORY 6: CLARIFYING VALUES
Item 20: To understand my religious beliefs.
Item 21: To understand more about sex and love.
Item 22: To understand more about the use/abuse of drugs, including alcohol.
Item 23: To become more tolerant of persons whose views differ from mine.
Item 43: To know how the things that are important to me affect my career choice.


COMPOSITE
INDIVIDUAL SCHOOLS
AREAS
#1
#2
#3
AREA I
#1
#2
#3
#4
#5
#6
AREA II
#1
#2
#3
#4
AREA III
#1
#2
#3
#4
#5
CLASSIFICATION
CATEGORY 7: ASSESSING SELF
Item 24: To know more about my strengths and weaknesses.
Item 25: To better understand my standardized test scores.
Item 26: To understand what I can realistically achieve.
Item 1: To understand my abilities, interests, and other characteristics.
CATEGORY 8: UNDERSTANDING SEXUAL IDENTITY
Item 30: To understand the impact of my sex on my career choice.
Item 31: To understand the changing roles and expectations of men and women.
Item 18: To know how to get along with members of the other sex.
Item 19: To develop friendships with both sexes.
Item 21: To understand more about sex and love.
CATEGORY 9: UNDERSTANDING OTHER STUDENTS' IDENTITIES
Item 2: To understand, accept, and like myself better.
Item 3: To develop confidence in myself.
Item 7: To learn to tell others how I feel.
Item 12: To become more accepting of others.
Item 13: To build trusting relationships with others.
Item 1: To understand my abilities, interests, and other characteristics.
CATEGORY 10: MAKING DECISIONS
Item 27: To know how to assess and evaluate my goals.
Item 28: To learn how to make decisions.
Item 29: To learn how to adapt to a changing world.
Item 6: To set my goals in life.


COMPOSITE
INDIVIDUAL SCHOOLS
AREA I
AREA II
AREA III
CLASSIFICATION
AREAS
#1
#2
#3
#4
#5
#6
CATEGORY 11: DEVELOPING CAREER AWARENESS
Item 42: To understand the impact of work on my life.
Item 43: To know how the things that are important to me affect my career choice.
Item 44: To know more about possible careers and the world of work.
Item 40: To become more aware of educational alternatives after graduation.
Item 41: To become aware of career training offered in my high interest areas.
CATEGORY 12: EXPLORING CAREERS
Item 45: To talk with people employed in my high interest areas.
Item 46: To get some on-the-job experiences in my high interest areas.
Item 47: To do an in-depth exploration of jobs which relate to my interests and abilities.
Item 48: To have actual on-the-job experience to know what it is like to be employed.
CATEGORY 13: SELECTING COURSES AND MAKING EDUCATIONAL PLANS
Item 32: To select more courses by myself.
Item 33: To know more about graduation requirements.
Item 34: To find courses relevant to my future.
Item 35: To receive help in selecting courses.
Item 36: To find courses which are appropriate to my needs.

CLASSIFICATION	COMPOSITE	INDIVIDUAL SCHOOLS																
		AREA I						AREA II				AREA III						
AREAS	#1	#2	#3	#1	#2	#3	#4	#5	#6	#1	#2	#3	#4	#1	#2	#3	#4	#5
CATEGORY 14: MAKING PLANS BEYOND GRADUATION																		
Item 37: To know how to prepare for careers in which I am interested.	*	*	*	*		*	*	*	*		*		*	*	*	*	*	
Item 38: To know how the courses I am taking relate to my career plans.	*	*	*	*		*		*	*	*	*	*	*	*	*	*	*	
Item 39: To know about financial aids for continuing my education.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Item 40: To become more aware of educational alternatives after graduation.	*	*	*	*	*		*	*			*	*	*	*	*	*	*	
Item 41: To become aware of career training offered in my high interest areas.	*	*	*	*		*	*	*	*		*	*	*	*	*	*	*	
CATEGORY 15: PLANNING CAREERS																		
Item 49: To know how important people influence my career choice.	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	
Item 50: To develop a flexible career plan.	*	*	*	*		*	*			*		*	*				*	*
Item 51: To talk to a counselor about career plans.	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*
Item 52: To have my parents involved in my career plans.										*							*	*
Item 37: To know how to prepare for careers in which I am interested.	*	*								*								
CATEGORY 16: FINDING JOBS AND CAREERS																		
Item 53: To know what jobs are available locally.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Item 54: To know where to start looking for a job.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Item 55: To know how to apply and interview for jobs.	*	*	*	*	*	*	*		*	*	*		*	*		*	*	
Item 56: To obtain part-time and/or summer work.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Item 57: To become aware of the employment outlook in my high interest areas.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

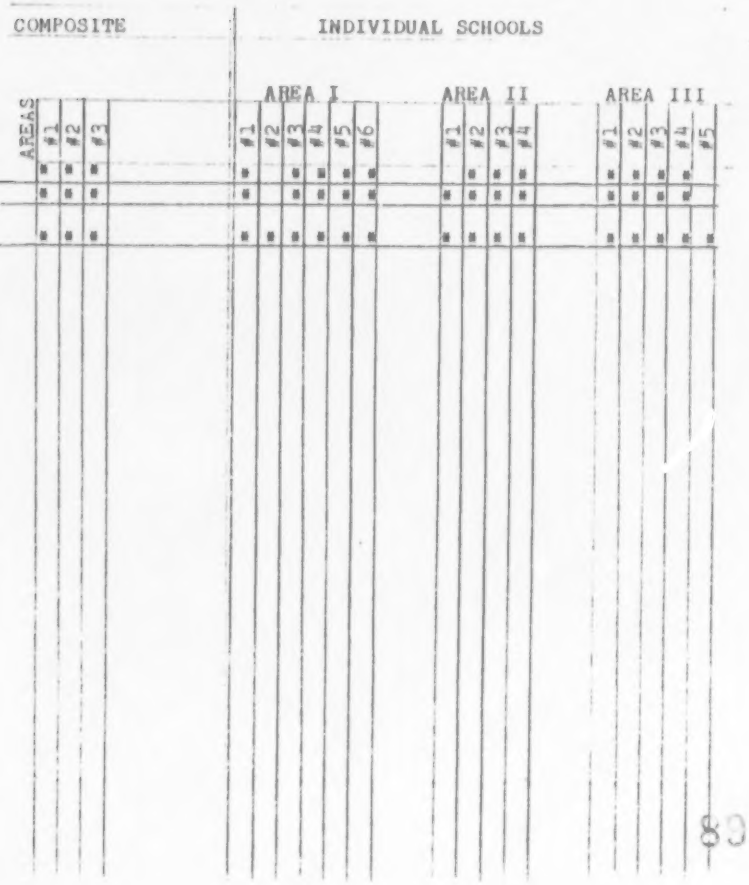
CLASSIFICATION

CATEGORY 17: UNDERSTANDING THE GUIDANCE PROGRAM

Item 58: To get to know my counselor/adviser better.

Item 59: To talk about personal concerns with a counselor.

Item 60: To become more fully aware of the guidance and counseling services.



APPENDIX

Tabulating Data

Survey instrument

TABULATING AND ANALYZING THE DATA

The procedure which naturally follows data collection is systematic tabulation and analysis of the data so they can be understood and applied. Data analysis is simplified when data are organized to answer specific questions and analysis techniques are adapted to the abilities and resources of the analyzer.

The River City Guidance Staff wanted three questions answered by their data:

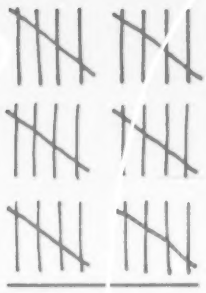
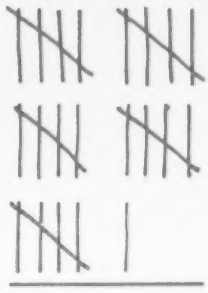
1. What do students at River City identify as their strongest needs?
2. How well do these students think these needs are being met?
3. Can we do a better job of allocating our resources to meet unmet needs?

To answer these questions, River City elected to use a double scoring technique to establish item and category priorities. This double scoring technique is described in detail. Alternate scoring options are discussed later.

The Double Scoring or Ratio Method of Tabulation

First, tally each item. If "no need" is marked, disregard and move on to the next form.

EXAMPLE

ITEM	NEED RESPONSE		
	WEAK	MODERATE	STRONG
1.			
TOTALS	30	26	20

In the example above, 76 students marked a need response box for item 1. To compute the Need Index, the "weak," "moderate," and "strong" responses are totalled to become the equation denominator.

$$W(30) + M(26) + S(20) = N(76)$$

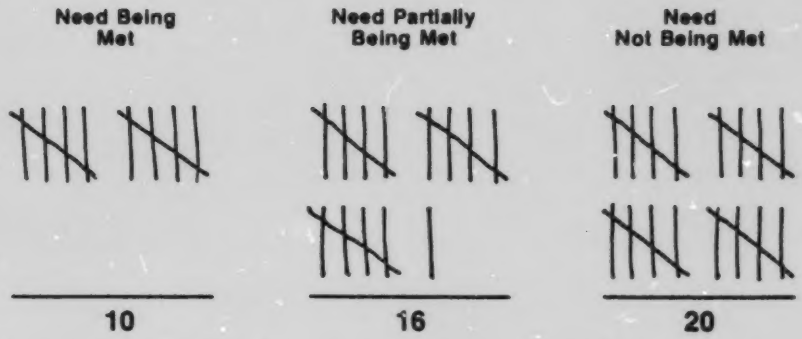
At this point in developing the Need Index, the "weak need" responses are eliminated and only the "moderate" and "strong" need responses are combined to produce the equation numerator.

$$M(26) + S(20) = N(46)$$

The Need Index now becomes $\frac{46}{76} = .61$, or by moving the decimal two places to the right, 61.

In determining the Satisfaction or Not Met Index, only the "moderate" and "strong" responses (N-46) from the need responses are tallied.

SATISFACTION RESPONSE



The Satisfaction or Not Met denominator becomes:

NM(10) + NPM(16) + NNM(20) = N(46)

The numerator is obtained by eliminating the "need met" responses and combining the "need partially met" and the "need not met" responses.

NPM(16) + NNM(20) = N(36)

The Satisfaction or Not Met Index equation now becomes:

$\frac{36}{46}$ **and the Index .75 or 75.**

These two ratio indices, 61 and 75, are now plotted on the Priority Quadrant Chart on page 24 to determine the priority of the item.

Method for Determining a Need Response Index and a Satisfaction Response or Not Met Index for Each Category

The technique used to determine category indices is essentially the same as that used to determine item indices. Using the Needs Assessment Data Summary Sheet, simply add the column entries for each item and compute the resulting equation. This procedure is demonstrated in the following illustration.

Establishing Priorities

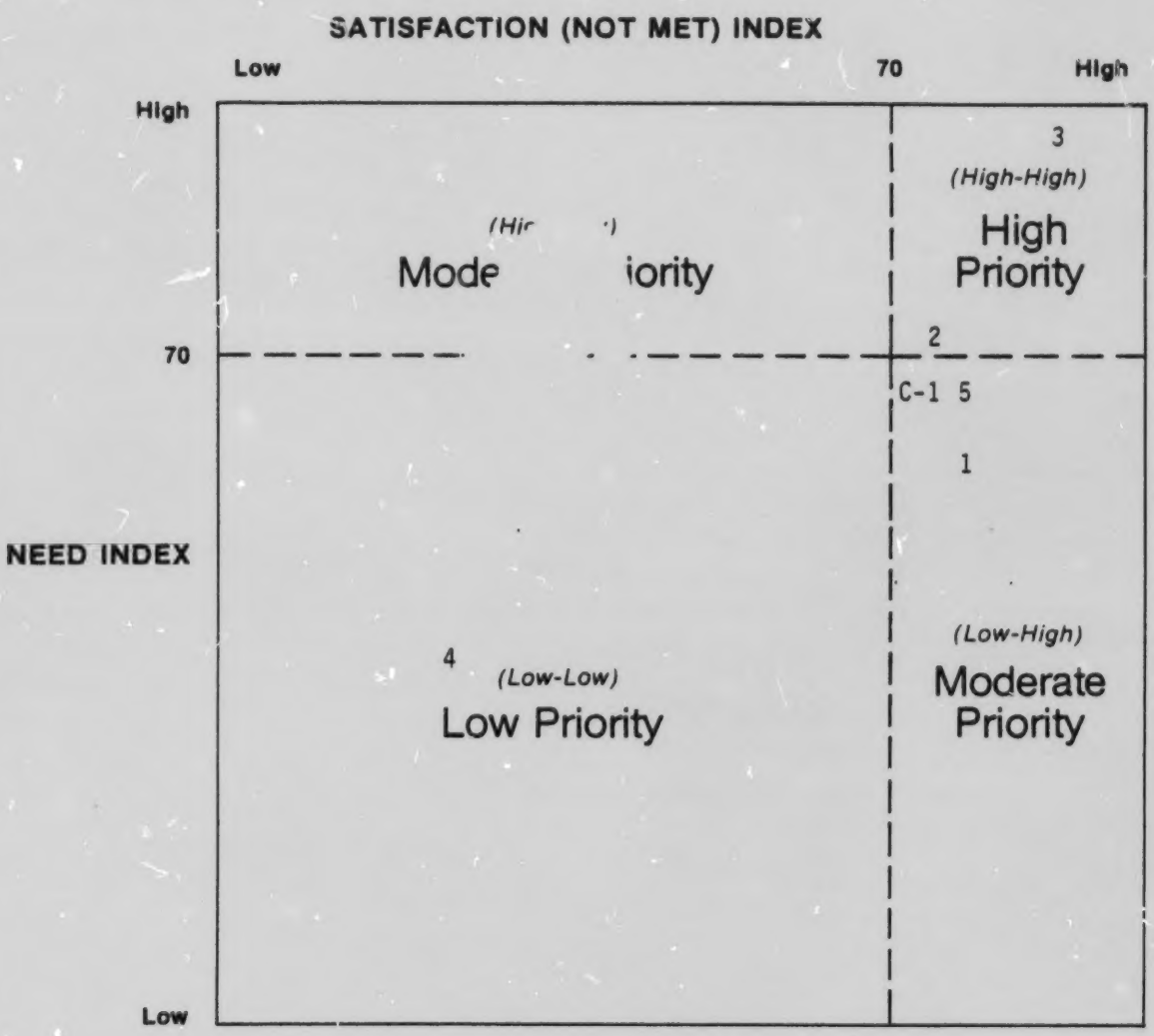
The Need Index and the Satisfaction (Not Met) Index are essential data for establishing priorities. Several techniques can be used to convert these index numbers to a priority classification. One method would be to make a direct ratio comparison and on an a priori basis, establish a ranking for each item within a category and for each category. When the Need Index and the Satisfaction (Not Met) Index have been computed for each item and category, it is a relatively simple matter to determine the order of items and categories in priority rank.

NEEDS ASSESSMENT
DATA SUMMARY SHEET

	NEED RESPONSES			NEED INDEX	SATISFACTION RESPONSES			SATISFACTION (NOT MET) INDEX
Item No.	Weak Need	Moder-ate Need	Strong Need		Need Being Met	Need Partially Being Met	Need Not Being Met	
1	30	26	20	$\frac{46}{76} = .61$	10	16	20	$\frac{36}{46} = .75$
2	20	30	15	$\frac{45}{65} = .70$	12	23	10	$\frac{33}{45} = .73$
3	5	38	24	$\frac{62}{67} = .90$	8	35	18	$\frac{53}{62} = .85$
4	37	15	10	$\frac{25}{62} = .40$	19	3	3	$\frac{6}{25} = .24$
5	28	20	20	$\frac{40}{68} = .60$	15	5	25	$\frac{30}{40} = .75$
Cat 1		129	89	$\frac{218}{338} = .65$		82	76	$\frac{158}{218} = .72$

Another technique to establish priorities would be to locate the Need Index number and Satisfaction (Not Met) Index number in a quadrant as illustrated below.

PRIORITY QUADRANT MATRIX



River City elected to use .70 as the cutting line for the cell divisions. However, these divisional lines could be arbitrarily determined at different points.

In the illustration, Item 1, which has a Need Index of 61 and a Satisfaction Index of 75, has been located in the low-high cell; thus it is classified as a moderate priority item. Items 2 and 3 would be in the high-high cell and be classified high priority. Item 4, with indices of 40-24, would be a low priority item. Item 5 falls in the moderate priority cell.

The indices for the category C-1, which are 65-72, place it in the moderate cell.

NOTE:

THIS IS ONE OF THE COMPLETED BUILDING PLANS __ __ FOR PURPOSE OF EXAMPLE OF WORK DONE BY EACH SECONDARY SCHOOL ..

LL

Cleveland High School

GUIDANCE AND COUNSELING BUILDING PLAN

(1978-1979)

ACKNOWLEDGMENTS

We would like to thank our staff for their cooperation and valuable contributions to the development of the Guidance and Counseling Plan. Special thanks to the counselors, members of the Advisory Committee, Building Coordinator and administrators.

We might also mention at this time that portions of Cleveland's Five Year Plan (with revisions) are included in the Guidance and Counseling Plan, e.g., "Career Education", "Curriculum", "Guidance" and "Awareness". Over the past years many staff members and administrators have contributed to the development and annual revision of the Five Year Plan. Many of these contributors are listed on the Consortium Network Committees; others are no longer on the staff.

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CLEVELAND HIGH SCHOOL
CONSORTIUM NETWORK COMMITTEES
1978-79
(Sue Sherry, Building Coordinator)

Committee Participants:

ADVISORY COMMITTEE:

Dave Anderson (chairperson)
Glenn Hill
Sandi Page
Sue Sherry

CLEVELAND CONSORTIUM COUNCIL:

Sue Sherry (chairperson)
Paul Benninghoff
Gloria Sandles
Dale Henderson
Tom Nelson
Jean Frost
Sandi Page
Dave Anderson
Pat Morene

GUIDANCE AND AWARENESS:
(Also serves as "Guidance/Counseling Advisory Committee")

Gloria Sandles (chairperson)
Sue Sherry
Administrator
Counselors
Helen Mason (College Coordinator)
Terry Gerber (Disadvantaged/Handicapped Coordinator)
2 Parents
2 Students

CAREER EXPLORATION:

Jean Frost (chairperson)
Sandi Page
Sue Sherry
Dave Anderson
Bob Hull

STAFF & CURRICULUM DEVELOPMENT
AND SPECIAL PROGRAMS:

Paul Benninghoff (chairperson, Curriculum Vice principal)
Dave Anderson (Vocational)
Sue Sherry (Guidance/Awareness)
Jean Frost (Career Exploration)
Sandi Page (Busi./Careers Clusters)
Howard Grogan (Marketing)
George McElmury (Industrial Arts)
Dick Myers (Science)
Blessing Sattler (Business Ed.)
Dale Henderson (Social Science)
Larry Jackson (Mathematics)
Barbara Meyer (English)
Helen Bowers (Administration)
Gloria Sandles (Counseling)
Bruce Johnson (Music)
Al Steffens (Art)
Doug Sherman (Cleveland Option)
Mary Cavagnaro (Home Economics)
Loretta Wollett (Foreign Languages)
Larry Whitson (Program for the Deaf)
Gwen Pierce (English as Second Language)
Pat Morene (Special Education)
Ron Coine (Outlet Program)
Gwen Grice (Administrative Transfer/Tutorial
Terry Gerber (Disadvantaged/Handicapped)

DISADVANTAGED/HANDICAPPED:

Terry Gerber (chairperson)
Ron Coine
Paul Benninghoff
Sue Sherry
Doug Sherman
Mike Boyd
Larry Whitson
Pat Morene
Gwen Pierce
Dave Anderson

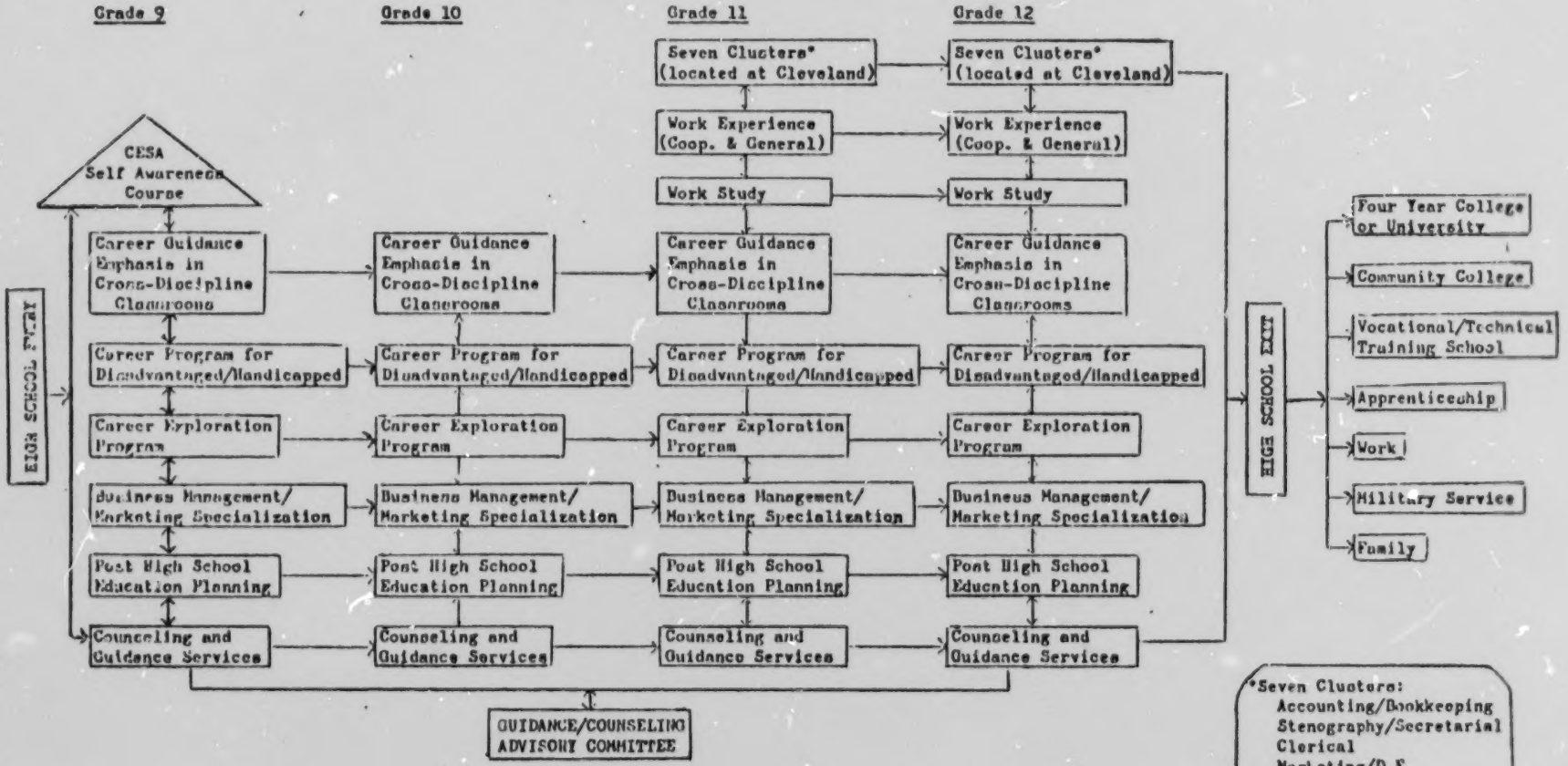
EVALUATION:

Dave Anderson (chairperson)
David Aiken
Helen Bowers
Paul Benninghoff
Sue Sherry
Gloria Sandles
Jean Frost

Attachment 1

OVERVIEW OF CLEVELAND CAREER DEVELOPMENT PROGRAM
(Utilizing State Department Goals)

AWARENESS AND EXPLORATION -------- EXPLORATION AND PREPARATION -------- PREPARATION AND SPECIALIZATION



DISTRICT GUIDANCE AND COUNSELING PROGRAM

In the Portland Public Schools, Guidance and Counseling is a purposeful, continuous and coordinated program (Pre K-12) that helps students to understand themselves, to understand their relationships with others, and to acquire the ability to make decisions that contribute to productive and enriched living.

I. Goals:

The goals for the guidance and counseling program consist of planned activities and experiences which are sequential, developmental, and preventive, and will include but are not limited to the following:

A. Each student will be helped to develop and use skills to discover and explore his/her feelings, attitudes and personal values.

B. Each student will be helped to develop a positive self image.

C. Each student will be helped to develop decision-making skills.

D. Each student will be helped to develop and accept responsibility for his/her behavior.

E. Each student will be helped to develop skills in interpersonal relations.

F. Each student will be helped to develop a concern for the welfare of others.

G. Each student will be helped to select career, educational and avocational goals.

H. Each student will be helped to use the opportunities and alternatives available in the educational program.

I. Each student will be informed about the availability and use of the resources available in the school and community, and will be aided when entering the community as a graduate or non-graduate with guidance related to public and other educational opportunities.

II. Needs Assessment:

Each school will develop processes by which it ascertains the needs of students for the attainment of the above goals.

III. Guidance, Counseling and Related Instructional Activities:

Building plans (Pre K-12) will be generally descriptive of guidance activities, counseling activities, and related instruction. Instructional and guidance activities will be emphasized at the primary and elementary levels. Counseling activities will be emphasized at the middle school and high school levels in addition to instructional and guidance activities.

IV. Guidance Responsibilities

A. Each area and school will describe in writing a general guidance program which is sequential, developmental and preventive in accordance with the plan for the school district.

B. Teachers, at all levels, will engage in instructional and guidance activities in relation to guidance and counseling goals, and will use consulting and coordinating services when available.

C. The District will utilize counselors in the high schools who meet requirements of the Teacher Standards and Practices Commission and/or State certification.

V. Rationale for Assigning Specialized Staff

The administrator will assign guidance and counseling personnel in accordance with District policy. When it is possible to provide counseling, child development, and/or other specialists in these schools, they will meet the standards of certification.

CLEVELAND HIGH SCHOOL

PHILOSOPHY OF CAREER EDUCATION

Career development and education should be available to all students through the team efforts of teachers, counselors, administrators, and community. This should be facilitated through career guidance, exploration, subject matter, occupational information, and on-the-job training in a realistic setting. The student could then evaluate and progress in his own interests and competency areas to the point where he knows his own abilities and how these abilities relate to requirements for a successful career in the work world.

CLEVELAND HIGH SCHOOL

CAREER EDUCATION GENERAL GOALS

We, the staff at Cleveland High School, believe in the intrinsic worth of the individual. We feel that provision should be made for his security and comfort within the school program by providing professionally trained, interested and well adjusted adults to guide his learning experiences in an adequate school plant.

We believe that each student should be assisted in developing a positive self-concept and be guided in attaining the habits, attitudes, and personal skills needed to implement that self-concept. Experiences are provided in interaction with others in order to foster respect for self and for the dignity and worth of all human beings. Armed with self-knowledge and self-respect, each student is encouraged to become aware of his potential, to develop basic skills for the work world, and to make tentative career decisions.

We believe that basic learnings as well as choices are essential to physical, mental, emotional, moral and social growth. The range of ability among our students indicates the necessity for a variety of subject matter offerings. These factors are provided for in this school through required and elective courses, counseling services, assemblies, the athletic program, clubs, and career education. It is our purpose and responsibility to emphasize the importance of students adjusting within their environment, learning to think logically, expressing themselves clearly, and achieving and maintaining sound mental and physical health.

We believe that our youth should have an opportunity to find satisfaction in achievement and to recognize progress in learning. All students are provided a variety of materials and activities within the school program, e.g. language development classes, developmental program in reading, developmental program in mathematics, periodic progress reports to parents, library services.

We believe experiences in the democratic processes should be provided for all youth. Experiences are made available in this area by participation in classroom activities, student government and other extra-curricular activities, and School, Area and District advisory committees.

We believe it is necessary to foster within each individual aesthetic development through an effective variety of offerings in art, related arts, dramatics, public speaking, music and literature.

We believe it is desirable to encourage within the individual an understanding of the problem-solving method. Experiences and technical skills in using the problem-solving method are provided in the academic areas as well as the areas of social living.

We believe it is our responsibility to provide a wide variety of academic offerings to develop skills and cultural patterns which are in keeping with the standards of the patrons of our community.

CLEVELAND HIGH SCHOOL

CAREER EDUCATIONAL GOALS

1. The student understands the relationship between his high school education, specifically career and consumer education, his career needs, and the importance of those courses in establishing the relationship between himself and his social and economic world.
    a. The student understands his abilities and is able to utilize his strengths and weaknesses to his best occupational advantage.
    b. The student is able to make preliminary values determinations to decide what he expects in terms of material comfort, status, and family, and to reconcile those expectations with his occupational expectations.
2. The student understands the prerequisites and the requisites of his chosen occupation and is able to make realistic plans for meeting those requisite conditions in order to meet entry level occupational requirements and to lay the foundations for desired advancement, if any.
3. The student understands his societal commitments, is able to make realistic decisions pertaining to his societal obligations (military service, tax payments, etc.), and understands their effect upon, or the way they may contribute to, his occupational choice.

CURRICULUM LONG RANGE PLANS

A. GOAL:

Present to each student a curriculum which will best prepare him for his needs when he leaves Cleveland High School.

B. OBJECTIVES:

1. Help each student see every part of school as useful to him both now and in the future.
2. Make each course a self contained unit of useful information reflecting aspects of Career Education.
3. Encourage independent projects which will provide inter-disciplinary motivation.
4. Continue to assign staff according to areas of greatest effectiveness.
5. Coordinate course content, facilities, staff, and materials to achieve maximum student benefit and to meet new state requirements for graduation.
6. Involve staff with curriculum development.

C. ACTIVITIES:

-Study curriculum at each grade level in Cleveland. Prepare a written report on the progress career education is having at each grade level. Prepare a report of enrollment trends, showing movement of students from ninth and tenth grades, and into "preparatory" classes at the eleventh and twelfth grades. Recommend budget to include expanded follow-up program.

-The staff, Curriculum Development and Special Programs Committee will prepare a comprehensive plan to better involve every Cleveland High School teacher in curriculum planning. Establish a teacher induction program designed to prepare teachers for an active role in curriculum generation and interpretation.

1. Assigned Exploration Coordinator.
2. Developed transportation for exploratory students.
3. Promote curriculum programs designed to help students become more aware of themselves and encourage a positive self-image to compliment their interests and abilities.
4. Promote and initiate more structured exploratory programs for all students, grades 9 - 12.
5. Promote more active business industrial involvement in planning and development of exploratory sites.
6. Develop additional facilities and curriculum materials for office simulation.

D. PROJECTIONS OF CURRICULUM LONG RANGE PLANS

1. Promote continuation of our exploratory programs and develop more exploratory and training sites.
2. Involve classroom teachers in exploration visitations.
3. Provide teacher/business-industry representative time for curriculum planning involving more direct career application.
4. Provide better facilities for implementing career programs.
5. Promote more coordination of guidance and exploration with cluster progra..

6. Provide a system of evaluation.
7. Promote further interest in Science Careers through Science Specialization.
8. Promote further interest in Business Management/Marketing careers through specialization.
9. Continue expansion of exploration program.

CLEVELAND HIGH SCHOOL COUNSELING AND GUIDANCE DEPARTMENT

Counseling Philosophy

The complexities and demands of present day society make us more interdependent than ever before. Each person is uniquely different from others, has infinite worth and is capable of continuous change and growth. We believe that schools should be more involved in this human emergence.

Counseling and guidance are therefore increasingly important in facilitating the enhancement of personal, social and educational development for all pupils so that they may become self-directing and capable of creative and purposeful living.

Definition of Counseling and Guidance

Guidance and Counseling are two interrelated functions of a Guidance and Counseling Program. Guidance is that part of the program which enables each individual to understand and develop his interests and abilities, to relate them to his goals and to become responsibly self-directing.

Counseling is an accepting, non-evaluative relationship in which the counselor serves as a facilitator for a person (alone or in a group) to express feeling, gain insights, improve perceptions, and increase the number of adequate and appropriate behavior choices for any kind of circumstances. In counseling the process is basically affective, attention is focused on the person and the goal is self-actualization.

Goals and Objectives

1. Counselors will provide group and individual counseling. Counselors will

   use most of their time counseling individual students.

   use rooms in the building which are free for group counseling and guidance.

   use professional meeting day(s) for conference time regarding students with problems. (Teachers may be included in these conferences)

2. Counselors will assist students to know and understand themselves better. Counselors will

   have group and individual conferences with their counselees.

   participate in Career Development Program at Cleveland.

   work with CESA teachers.

3. Counselors will help students develop a positive self image.

   Group and individual counseling.

   Provide positive reinforcement.

   Facilitate family communication.

4. Counselors will assist students to develop ability to make and implement decisions.

   Counselor, in conference will help counselee explore alternatives in order that he may make satisfying choices.

11. Counselors will provide some time for evening conferences.

    Counselors will schedule specific time for evening conferences.

    Counselors involved in evening conferences will be released for compensatory time during the day.

12. Counselors will develop a system of communication with students, parents, and teachers which will provide for continuous development, implementation and evaluation of the goals and objectives of the guidance and counseling program. Counselors will

    prepare brochures with information about the counseling and guidance program at Cleveland.

    review objectives of the counseling and guidance program with teachers.

    use needs assessment, brochures, handbook, questionnaires, letters, telephones or other available media as means of communication.

13. Counselors will spend some time in the classroom working with students and teachers. Counselors will

    arrange classroom visitation time at the request or by arrangement with teachers.

    participate in the Career Development program.

14. Each counselor will assist all counselees with educational and career guidance and make them aware of available resources. Specific example:

    Give assistance to students as to classes that they need to take.

    Provide information concerning the elective courses available.

    Interpret scores and test information to students.

    Work closely with Career Education Center to provide current career information to students.

    Work closely with College Center to provide college and financial aid information.

15. Each counselor will keep counselees informed of requirements for graduation.

    Counselors will keep students informed by conference and special notices.

16. Counselors will assist in freshman orientation and work with other members of the staff to arrange an orientation program for other new students.

    In order to meet with freshmen in small groups and distribute schedules, a two day orientation program will be planned.

    Counselors recommend that an information table should be set up in the main hall for the first three weeks of school and that an information room be permanently set up in one of the rooms off the cafeteria.

    Counselors will visit freshman CESA and OAS classes.

    Counselors will enlist student organizations to assist with the orientation programs.

    During the orientation program, time will be provided to distribute schedules to all other students.

5. Counselors will alert teachers to special problems of students which may affect classroom performance (permission granted by parents, if necessary).

   Counselors will communicate with teachers concerning students with special problems by individual conference.

   Teachers, in turn, should alert counselors to specific problems noted in classes.

   Counselors will enlist the support of the nurse in alerting teachers to students with health problems (when permission is granted).

6. Counselors will refer students to community agencies or other professionals when students require services beyond those they can provide. Counselors will

   refer students to public and private agencies or organizations.

   enlist the assistance of the nurse, speech therapist, social worker, and special education teachers.

7. Counselors will assist students with drug problems. Counselors will

   counsel students with drug problems.

   provide to the school community as needed information about drugs and sources of assistance for drug related problems.

   refer students to public and private agencies or organizations for assistance.

8. Counselors will assist students and adults in school to develop greater concern for each others needs. Counselors will

   help students and adults to understand each other better by serving as facilitator when requested to do so.

   have group sessions which will include both students and adults.

   encourage in-service classes for teachers and counselors.

   help students become aware of opportunities to serve others.

   arrange for interested students to tutor other students.

9. Counselors will arrange conferences involving parents, students and school personnel.

   Counselors will arrange conferences during the school day if possible; if not, a conference will be arranged at a convenient time for all concerned.

10. Counselors will assist students to develop communication skills so that they may more effectively relate to their fellow students, parents and teachers. Counselors will

    teach effective communication skills to counselees when they (counselees) indicate a need.

    provide group sessions for practice in use of communication skills.

    model effective communication skills.

GUIDANCE LONG RANGE PLANS

A. GOAL:

Provide each student with the information and processes which enable the student to understand and develop his interests and abilities to relate them to his goals, and to become responsibly self-directing.

B. OBJECTIVES:

1. Provide the opportunity for the student to learn about himself, to build a positive self-concept, develop approaches which promote satisfying human relations.
2. Provide test materials and information to help students understand their interests and aptitudes.
3. Provide consultant service to teachers commensurate with student needs.
4. Assist students with educational and career guidance and make them aware of available resources.
5. Assist students with post-high school planning.

C. ACTIVITIES:

1. Continue to participate in Career Guidance Project.
2. Counselors will participate in Career Exploration Program at secondary level.
3. Increase group guidance activities.
4. Provide guidance activities for special groups such as: Handicapped, ESL, Elementary Feeder Schools, and Deaf students.
5. Provide additional information and guidance for gifted students.
6. Increase individual counseling.

7. Continue post high school planning sessions.
8. Assist students with graduation requirements.
9. Work with coordinators to expand job placement services for students.
10. Increase and continue involvement of counselors with industry.
11. Give Job-O to interested student.
12. Counselors assist with self-awareness class.
13. Counselors will provide information and guidance for students interested in cluster programs.
14. Continue to investigate alternate forecasting and programming techniques.
15. Counselor participation in various in-service classes for teachers.
16. Counselors meet with students experiencing personal, academic or attendance problems.
17. Counselors will participate in conferences with teachers and vice-principals regarding students.
18. Counselors will meet with parents desiring counselor assistance.
19. Counselor participation and involvement in various committees as requested.
20. Counselor participation in informational conferences provided by business, industry and social agencies.
21. Counselors will participate in testing program.
22. Counselors will interpret tests to students.
23. Counselors will add additional career related materials.
24. Counselors will update student records.
25. Counselors will participate in summer workshop. (special proposal, if funded)

JUNE -Assist students with summer school enrollment.

-Assist students in obtaining summer work experience which includes working with Youth Manpower applicants.

-Counselor participation in workshops.

-Counselors will contact parents of students who have failed.

-Counselors will provide information and assistance to students who desire an alternative program.

AUGUST -Counselors meet with parents and students interested in attending Cleveland.

-Counselors work on schedule conflicts.

-Counselors will work with students on programs and scheduling.

-Counselors will enroll new students.

-Counselors will assist with student orientation.

SEPTEMBER -Guidance Department will meet to review activities scheduled for year.

-Counselors will assist with Freshmen Orientation.

-Counselors will work with students on schedule changes and enroll new students.

-Counselors will meet with students experiencing personal, academic or attendance problems.

-Counselors will participate in conferences with teachers and administrators.

-Counselors will meet with parents desiring counselor assistance.

OCTOBER -Counselors will participate in local and state professional meetings.

-Counselors will assist with testing program.

-Counselors will participate in in-service programs.

-Counselors and college coordinator assist students with information concerning college, post-high planning and testing.

-Counselors and college coordinator assist students with financial aid information.

-Counselors will meet with students experiencing personal, academic or attendance problems.

-Counselors will participate in college conferences.

-Counselors will meet with parents desiring counselor assistance.

-Counselors will meet with teachers and vice-principals regarding students.

-Counselors will meet with special groups: Handicapped, ESL, and Deaf students.

NOVEMBER -Counselors meet with students experiencing personal, academic or attendance problems.

-Provide information for graduating seniors regarding requirements and post-high planning.

-Counselor participation in workshops.

-Counselor participation in college conferences.

-Counselors participate in conferences with teachers and vice-principals.

-Counselors meet with parents desiring counselor assistance.

-Counselors continue to work in groups with Handicapped, ESL, and Deaf students.

DECEMBER
-Counselors begin planning for mid-year changes.
-Assist students with plans for college testing.
-Interpret test scores to students.
-Counselors participate in college conferences.
-Counselors participate in conferences with teachers and vice-principals.
-Counselors meet with parents desiring counselor assistance.
-Counselors meet with students experiencing personal, academic or attendance problems.

JANUARY
-Forecast all students for mid-year changes.
-Interpret test scores to students.
-Assist students who are planning mid-year graduation.
-Assist students with information regarding college entrance and financial aid.
-Assist students with post-high school planning.
-Counselors meet with students experiencing personal, academic or attendance problems.
-Counselors participate in conferences with teachers and vice-principals.
-Counselors meet with parents desiring counselor assistance.
-Counselors will enroll new students.

FEBRUARY
-Complete schedule changes for second semester.
-Assist students graduating early.
-Provide information regarding graduation requirements and course information for forecasting.

-Begin forecasting for next school year.

-Counselors will visit elementary feeder schools and assist students and teachers with forecasting for high school.

-Assist students with academic problems, loss of credit due to failure in class the first semester.

-Assist students with personal or attendance problems.

-Update necessary students records.

-Counselor participation in informational conferences provided by business, industry and social agencies.

-Assist students with enrollment in evening school.

-Counselors participate in conferences with teachers and vice-principals.

-Counselors meet with parents desiring counselor assistance.

-Counselors assist special groups with forecasting concerns: Handicapped, ESL, and Deaf students.

-Counselors will provide information and guidance for students interested in cluster programs.

MARCH -Forecast students for next school year.

-Counselors will visit elementary feeder schools and assist students and teachers with forecasting for high school.

-Counselor participation in Oregon State Interview Day.

-Order materials for Guidance and Counseling Department.

-Assist students with information regarding college entrance and financial aid.

-Assist students with post-high planning.

-Counselors meet with students experiencing personal, academic or attendance problems.

-Counselors meet with parents desiring counselor assistance.

-Counselors participate in conferences with teachers and administrators.

-Counselors meet with parents desiring counselor assistance.

-Counselors will assist with interpretation of college test scores.

-Counselors will assist special groups of students: Handicapped, ESL, and Deaf with their forecasts for the following school year.

-Counselors will participate in college conferences.

APRIL -Counselor participation in University of Oregon Interview Day.

-Counselor participation in A.P.G.A. and O.P.G.A.

-Counselor participation in college conferences.

-Counselor participation in in-service classes.

-Assist students with plans after graduation.

-Counselor participation on scholarship committee.

-Counselors will continue forecasting students and correct forecasts.

-Counselors meet with students experiencing personal, academic or attendance problems.

-Counselors will participate in conferences with teachers and administrators.

-Counselors will meet with parents desiring counselor assistance.

-Counselors will participate on various committees as requested.

MAY -Counselors will provide summer school information to students.

-Counselors will assist students planning to graduate.

-Counselors will provide information regarding alternative programs for those who do not graduate.

-Counselors will continue to participate on the scholarship committee.

-Counselors will continue to meet with teachers and administrators regarding students.

-Counselors will contact parents of seniors who have failed.

-Counselors will meet with students experiencing personal, academic or attendance problems.

-Counselors will continue to work with students planning on enrolling in college.

JUNE -Counselors will assist students who plan to attend summer school.

-Counselors will contact parents of students who have failed.

-Counselors will revise programs of students who have failed.

-Counselors will update necessary student records.

-Counselors will review and evaluate program.

-Counselors will complete scheduling changes for the next school year.

D. PROJECTIONS OF GUIDANCE/COUNSELING LONG-RANGE PLANS:

-Counselors will continue with services previously mentioned.

-Counselors will update materials.

-Counselors will evaluate program for the 1978-1979 school year.

AWARENESS LONG RANGE PLANS

A. GOAL:

1. Provide activities through which all ninth and tenth grade students will develop a more positive self-concept through the motivating factors of a keener sense of self-awareness, of usefulness, of personal competencies, and of belongingness.
2. Promote more informed decision-making and choices relating to options for personal success and happiness in the various life roles which students are and will be assuming.

B. OBJECTIVES:

Every 9th grade student will:

1. have the opportunity to learn about oneself, to build a positive self-concept, to understand the dynamics of interpersonal relationships, and to develop approaches which promote satisfying human relations. (CESA class and individual counseling)
2. be encouraged to develop a positive value system to guide personal choices. (CESA class and individual counseling)
3. have the opportunity to learn how to make choices and decisions. (CESA class)
4. have access to test material and instruments to help one understand personal interests and aptitudes. (CESA class and individual counseling)
5. have the opportunity to learn about the life roles and avenues of training. (CESA class)

6. have the opportunity to relate school experiences to various life roles. (CESA class)
7. have the opportunity for self-assessment in relationship to life roles. (CESA class)
8. have the opportunity to relate one's own needs, personality and character, work habits, values, abilities and interests to planning for life roles. (CESA class)
9. have the opportunity to develop skills and knowledge which will lead to appropriate personal choices. (CESA class and individual counseling)
10. have the opportunity to try various experiences and to change directions whenever student feels the necessity. (CESA class, Career Exploration and individual counseling)
11. develop a folder for one's own use in career planning. (CESA class)
12. experience guidance in these areas throughout student's multi-disciplinary academic program. (CESA class and individual counseling)

BACKGROUND OF PRESENT PROGRAM:

Eight guidance personnel and thirty teachers, drawn from cross-disciplinary areas, prepared and exposed students to counseling and classroom experiences related to the preceding goals and objectives. Career Guidance Coordinator planned and implemented ongoing training workshops and scheduled planning and sharing sessions for participants to lend to this effort. The person selected as coordinator not only worked with counselors and

teachers to bring about a smooth operation of the entire program, but she established and maintains a resource center with published materials to be used in classrooms by participants and other interested persons. The coordinator also worked on committees comprised of both Cleveland and feeder school coordinators whose aims are to develop a well-defined, integrated and coordinated K-12 awareness program. Regularly scheduled meetings of Career Guidance participants, administrators, and community representatives related and integrated project into community life.

1978-1979

-Continue to develop, modify and implement coordinated K-12 cross-disciplinary awareness program.

-Coordinator, as a member of Four-State Career Guidance Training Cadre, will provide in-service, as requested.

-Continue to maintain, add to and disseminate materials for teachers' and counselors' use in classrooms.

-Emphasize recruitment of handicapped, bilingual and minority students into various components of Cleveland's Career Development activities and opportunities.

-Schedule through selected classes all Cleveland High School students' visitations and orientation to Career Education and Post High School Planning centers.

-Continue to develop, implement and coordinate K-12 cross-disciplinary awareness program, with revision as deemed necessary through evaluation.

-Continue to offer one-semester course in self-awareness required of all freshmen.

-Continue to establish career exploration folders for all 9th graders through freshman self-awareness classes.

-Work in cooperation with State Department of Education personnel in evaluation, prescription and modification of program.

-Prepare and submit plans and budget for 79-80 and for subsequent programs.

IN ADDITION TO THE ABOVE, Cleveland students will be benefiting from the following on-going career awareness and guidance activities and procedures:

1. Staff members from cross-disciplinary areas develop and implement career guidance and awareness concepts into classroom curriculum, activities and procedures (via existing Career-Centered Guidance and Awareness Program).
2. Counselors work with teachers in presenting career guidance and awareness units (via existing Career-Centered Guidance and Awareness Program) in classrooms.
3. Introduce students (on all grade levels) to Cleveland's Post High School Planning and Career Education Centers for orientation (via existing Career-Centered Guidance and Awareness Program).

4. Students forecast for Cleveland's existing offerings in Vocational Educational Cooperative Programs (General Work Experience, Work Study, six clusters, Exploration Work Experience Program, cooperative programs with Benson and Washington-Monroe High Schools, Neighborhood Youth Corps, etc.), through Freshman CESA course. (Continued implementation of required freshman CESA course will better prepare students for entry into career preparation as outlined in #4.)
5. Coordinator continues to meet monthly with coordinators from Cleveland feeder schools to effect a well-coordinated infused Guidance and Awareness Program, K-10.
6. Coordinator continues to collect, distribute, evaluate and coordinate published and developed awareness and guidance materials.
7. Continue adding appropriate materials to Awareness and Guidance Resource Center for use by teachers and counselors for cross-discipline infusion into classroom activities.

SIDE 1

31 Name (optional)

School

Date

32 SEX	33 GRADE LEVEL	34 IDENTIFICATION NUMBER	35 OVERALL HIGH SCHOOL GRADE AVERAGE
Male 0 Female 0	0 Freshman 0 Sophomore 0 Junior 0 Senior 0 Other	0 1 2 3 4 5 6 7 8 9	0 D- to D (0.5-0.9) 0 D to C- (1.0-1.4) 0 C- to C (1.5-1.9) 0 C to B- (2.0-2.4) 0 B- to B (2.5-2.9) 0 B to B+ (3.0-3.4) 0 A- to A (3.5-4.0)

36 SCHOOL CODE NUMBER	37 TYPE OF EDUCATIONAL PLANS	FOR OFFICE USE ONLY
0 1 2 3 4 5 6 7 8 9	0 Vocational or technical program (less than 2 years) 0 Two-year college degree 0 Bachelor's degree 0 One or 2 years of graduate study (MA, MBA, etc.) 0 Professional level degree (PhD, MD, LLB, JD, etc.) 0 Other	0 1 2 3 4 5 6 7 8 9

EXAMPLES:

NO NEED	NEED IS: WEAK	NEED IS: MODERATE	NEED IS: STRONG	SATISFACTION IS: NOT BEING MET	SATISFACTION IS: PARTIALLY MET	SATISFACTION IS: BEING MET	I NEED:
●	0	0	0	0	0	0	1. To learn how to develop independence.

Because the answer is "NO NEED," all other responses are left blank.

0	0	0	●	0	●	0	2. To understand what I need.

This example shows a "STRONG" need that is only "PARTIALLY MET."

0	●	0	0	0	0	●	3. To write better.

This example shows a "WEAK" need that is "BEING MET."

NO NEED	NEED IS: WEAK	NEED IS: MODERATE	NEED IS: STRONG	SATISFACTION IS: NOT BEING MET	SATISFACTION IS: PARTIALLY MET	SATISFACTION IS: BEING MET	I NEED:
0	0	0	0	0	0	0	1. To know more about my abilities, interests, and other characteristics.
0	0	0	0	0	0	0	2. To understand, accept, and like myself better.
0	0	0	0	0	0	0	3. To develop more confidence in myself.
0	0	0	0	0	0	0	4. To understand how my feelings affect my behavior.
0	0	0	0	0	0	0	5. To be more accepting of my physical appearance.
0	0	0	0	0	0	0	6. To set goals in life.
0	0	0	0	0	0	0	7. To learn better to tell others how I feel.
0	0	0	0	0	0	0	8. To be a better listener and respond better to others.
0	0	0	0	0	0	0	9. To state my own views.
0	0	0	0	0	0	0	10. To better understand teachers.
0	0	0	0	0	0	0	11. To better understand people older than myself.
0	0	0	0	0	0	0	12. To become more accepting of others.
0	0	0	0	0	0	0	13. To build trusting relationships with others.
0	0	0	0	0	0	0	14. To have someone listen to me when I have problems.
0	0	0	0	0	0	0	15. To know how to get along better with my family.
0	0	0	0	0	0	0	16. To have better relationships with teachers.
0	0	0	0	0	0	0	17. To have better relationships with other students.
0	0	0	0	0	0	0	18. To know how to get along better with members of the other sex.
0	0	0	0	0	0	0	19. To develop friendships with both sexes.
0	0	0	0	0	0	0	20. To understand my religious beliefs more clearly.
0	0	0	0	0	0	0	21. To understand more about sex and love.
0	0	0	0	0	0	0	22. To understand my values and the use/abuse of drugs, including alcohol.
0	0	0	0	0	0	0	23. To become more tolerant of persons whose views differ from mine.
0	0	0	0	0	0	0	24. To know more about my strengths and weaknesses.
0	0	0	0	0	0	0	25. To better understand my standardized test scores.
0	0	0	0	0	0	0	26. To understand what I can realistically achieve.
0	0	0	0	0	0	0	27. To know how to assess and evaluate my goals.

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SIDE 2

NO NEED	NEED			SATISFACTION IS:			I NEED:
	WEAK	MODERATE	STRONG	NOT BEING MET	PARTIALLY MET	BEING MET	
0	0	0	0	0	0	0	28. To learn how to make decisions.
0	0	0	0	0	0	0	29. To learn ways to adapt to a changing world.
0	0	0	0	0	0	0	30. To understand the impact of my sex on my career choice.
0	0	0	0	0	0	0	31. To understand the changing roles and expectations of men and women.
0	0	0	0	0	0	0	32. To select more school courses by myself.
0	0	0	0	0	0	0	33. To know more about graduation requirements.
0	0	0	0	0	0	0	34. To find more courses relevant to my future.
0	0	0	0	0	0	0	35. To receive help in selecting courses.
0	0	0	0	0	0	0	36. To find courses which are appropriate to my educational needs.
0	0	0	0	0	0	0	37. To know how to prepare for careers in which I am interested.
0	0	0	0	0	0	0	38. To know how the courses I am taking relate to my career plans.
0	0	0	0	0	0	0	39. To know more about financial aid for continuing education beyond graduation.
0	0	0	0	0	0	0	40. To become more aware of educational alternatives after graduation.
0	0	0	0	0	0	0	41. To become aware of career training offered in my high interest areas.
0	0	0	0	0	0	0	42. To understand the impact of work on my life.
0	0	0	0	0	0	0	43. To know how the things that are important to me affect my career choice.
0	0	0	0	0	0	0	44. To know more about possible careers and the world of work.
0	0	0	0	0	0	0	45. To talk with people employed in my high interest areas.
0	0	0	0	0	0	0	46. To get some on-the-job experience in my high interest areas.
0	0	0	0	0	0	0	47. To do an in-depth exploration of jobs which relate to my interests and abilities.
0	0	0	0	0	0	0	48. To have actual on-the-job experience to know what it is like to be employed.
0	0	0	0	0	0	0	49. To know how important people influence my career choice.
0	0	0	0	0	0	0	50. To develop career plans and goals.
0	0	0	0	0	0	0	51. To talk to a counselor about career plans.
0	0	0	0	0	0	0	52. To have my parents involved in and to talk with them more about my career plans.
0	0	0	0	0	0	0	53. To know what jobs are available locally.
0	0	0	0	0	0	0	54. To know where and how to start looking for a job.

NO NEED	NEED			SATISFACTION IS:			I NEED:
	WEAK	MODERATE	STRONG	NOT BEING MET	PARTIALLY MET	BEING MET	
0	0	0	0	0	0	0	55. To know how to apply and interview for jobs
0	0	0	0	0	0	0	56. To have help to obtain part-time and/or summer work.
0	0	0	0	0	0	0	57. To know more about job opportunities in my high interest areas.
0	0	0	0	0	0	0	58. To get to know my counselor/advisor better.
0	0	0	0	0	0	0	59. To talk about personal concerns with a counselor.
0	0	0	0	0	0	0	60. To become more fully aware of the services available through the guidance program.

Listed below are local items your counselor may want to include.

0	0	0	0	0	0	0	1.
0	0	0	0	0	0	0	2.
0	0	0	0	0	0	0	3.
0	0	0	0	0	0	0	4.
0	0	0	0	0	0	0	5.
0	0	0	0	0	0	0	6.
0	0	0	0	0	0	0	7.
0	0	0	0	0	0	0	8.
0	0	0	0	0	0	0	9.
0	0	0	0	0	0	0	10.

List below any additional items you feel are important to you, and the degree to which they are met.

0	0	0	0	0	0	0	1.
0	0	0	0	0	0	0	2.
0	0	0	0	0	0	0	3.
0	0	0	0	0	0	0	4.
0	0	0	0	0	0	0	5.
0	0	0	0	0	0	0	6.
0	0	0	0	0	0	0	7.

SEVENTEEN GUIDANCE CATEGORIES AS DETERMINED
BY THE GUIDANCE SERVICES NEEDS ASSESSMENT SURVEY

Category 1: UNDERSTANDING AND ACCEPTING SELF
- Item 1: To know more about my abilities, interests, and other characteristics.
- Item 2: To understand, accept, and like myself better.
- Item 3: To develop more confidence in myself.
- Item 4: To understand how my feelings affect my behavior.
- Item 5: To be more accepting of my physical appearance.

Category 2: DEVELOPING RESPONSIBILITY FOR SELF
- Item 6: To set goals in life.
- Item 7: To learn better to tell others how I feel.
- Item 8: To be a better listener and respond better to others.
- Item 9: To state my own views.

Category 3: UNDERSTANDING OTHERS
- Item 10: To better understand teachers.
- Item 11: To better understand people older than me.
- Item 12: To become more accepting of others.
- Item 13: To build trusting relationships with others.

Category 4: BEING UNDERSTOOD BY OTHERS
- Item 14: To have someone listen to me when I have problems.
- Item 15: To know how to get along better with my family.
- Item 7: To learn better to tell others how I feel.
- Item 59: To talk about personal concerns with a counselor.

Category 5: RELATING TO OTHERS
- Item 16: To have better relationships with teachers.
- Item 17: To have better relationships with other students.
- Item 18: To know how to get along better with members of the other sex.
- Item 19: To develop more friendships with both sexes.
- Item 15: To know how to get along better with my family.

Category 6: CLARIFYING VALUES
- Item 20: To understand my religious beliefs more clearly.
- Item 21: To understand more about sex and love.
- Item 22: To understand my values and the use/abuse of drugs, including alcohol.
- Item 23: To become more tolerant of persons whose views differ from mine.
- Item 43: To know how the things that are important to me affect my career choice.

Category 7: ASSESSING SELF
- Item 24: To know more about my strengths and weaknesses.
- Item 25: To better understand my standardized test scores.
- Item 26: To understand what I can realistically achieve.
- Item 1: To know more about my abilities, interests, and other characteristics.

Category 8: UNDERSTANDING SEXUAL IDENTITY
- Item 30: To understand the impact of my sex on my career choice.
- Item 31: To understand the changing roles and expectations of men and women.
- Item 18: To know how to get along better with members of the other sex.
- Item 19: To develop more friendships with both sexes.
- Item 21: To understand more about sex and love.

Category 9: UNDERSTANDING OTHER STUDENTS' IDENTITIES
- Item 2: To understand, accept, and like myself better.
- Item 3: To develop more confidence in myself.
- Item 7: To learn better to tell others how I feel.
- Item 12: To become more accepting of others.
- Item 13: To build trusting relationships with others.
- Item 1: To know more about my abilities, interests, and other characteristics.

Category 10: MAKING DECISIONS
- Item 27: To know how to assess and evaluate my goals.
- Item 28: To learn how to make decisions.
- Item 29: To learn ways to adapt to a changing world.
- Item 6: To set goals in life.

Category 11: DEVELOPING CAREER AWARENESS
- Item 42: To understand the impact of work on my life.
- Item 43: To know how the things that are important to me affect my career choice.
- Item 44: To know more about possible careers and the world of work.
- Item 40: To become more aware of educational alternatives after graduation.
- Item 41: To become aware of career training offered in my high interest areas.

Category 12: EXPLORING CAREERS
- Item 45: To talk with people employed in my high interest areas.
- Item 46: To get some on-the-job experiences in my high interest areas.
- Item 47: To do an in-depth exploration of jobs which relate to my interests and abilities.
- Item 48: To have actual on-the-job experience to know what it is like to be employed.

Category 13: SELECTING COURSES AND MAKING EDUCATIONAL PLANS
- Item 32: To select more school courses by myself.
- Item 33: To know more about graduation requirements.
- Item 34: To find more courses relevant to my future.
- Item 35: To receive more help in selecting courses.
- Item 36: To find courses which are appropriate to my educational needs.

Category 14: MAKING PLANS BEYOND GRADUATION
- Item 37: To know how to prepare for careers in which I am interested.
- Item 38: To know how the courses I am taking relate to my career plans.
- Item 39: To know about financial aids for continuing education beyond graduation.
- Item 40: To become more aware of educational alternatives after graduation.
- Item 41: To become aware of career training offered in my high interest areas.

Category 15: PLANNING CAREERS
- Item 49: To know how important people influence my career choice.
- Item 50: To develop career plans and goals.
- Item 51: To talk to a counselor about career plans.
- Item 52: To have my parents involved in my career plans and to talk more with my parents about my career plans.
- Item 37: To know how to prepare for careers in which I am interested.

Category 16: FINDING JOBS AND CAREERS
- Item 53: To know what jobs are available locally.
- Item 54: To know where and how to start looking for a job.
- Item 55: To know how to apply and interview for jobs.
- Item 56: To have help to obtain part-time and/or summer work.
- Item 57: To know more about job opportunities in my high interest areas.

Category 17: UNDERSTANDING THE GUIDANCE PROGRAM
- Item 58: To get to know my counselor/advisor better.
- Item 59: To talk about personal concerns with a counselor.
- Item 60: To become more fully aware of the guidance and counseling services.

CLEVELAND HIGH SCHOOL

RESULTS OF STUDENT NEEDS ASSESSMENT

(Listed in Priority Order)

Item No.	Item
60	To become more fully aware of the services available through the guidance program.
39	To know more about financial aid for continuing education beyond graduation.
46	To get some on-the-job experience in my high interest areas.
40	To become more aware of educational alternatives after graduation.
45	To talk to people employed in my high interest areas.
47	To do an in-depth exploration of jobs which relate to my interests and abilities.
57	To know more about job opportunities in my high interest areas.
41	To become aware of career training offered in my high interest areas.
44	To know more about possible careers and the world of work.
51	To talk to a counselor about career plans.
25	To better understand my standardized test scores.
49	To know how important people influence my career choice.
53	To know what jobs are available locally.
37	To know how to prepare for careers in which I am interested.
59	To talk about personal concerns with a counselor.
34	To find more courses relevant to my future.
38	To know how the courses I am taking relate to my career plans.
54	To know where and how to start looking for a job.
58	To get to know my counselor/advisor better.
26	To understand what I can realistically achieve.
27	To know how to assess and evaluate my goals.
7	To learn better to tell others how I feel.
42	To understand the impact of work on my life.
43	To know how the things that are important to me affect my career choice.
56	To have help to obtain part-time and/or summer work.
10	To better understand teachers.
24	To know more about my strengths and weaknesses.
48	To have actual on-the-job experience to know what it is like to be employed.
55	To know how to apply and interview for jobs.
20	To understand my religious beliefs more clearly.
52	To have my parents involved in and to talk with them more about my career plans.
1	To know more about my abilities, interests, and other characteristics.
4	To understand how my feelings affect my behavior.
36	To find courses which are appropriate to my educational needs.
50	To develop career plans and goals.
16	To have better relationships with teachers.
35	To receive help in selecting courses.
15	To know how to get along better with my family.
30	To understand the impact of my sex on my career choice.
22	To understand my values and the use/abuse of drugs, including alcohol.

PLANS FOR MEETING ASSESSED NEEDS

(STUDENT OUTCOME ACTIVITIES AND RESPONSIBLE AGENTS)

CATEGORY	GOAL	ACTIVITY & RESPONSIBILITY AGENTS
UNDERSTANDING THE GUIDANCE PROGRAM		
(Item #60)	Each student will become more fully aware of the Guidance and Counseling Services	1. Counselors are preparing brochure of Guidance & Counseling Services. 2. Counselors visit classes. 3. CESA teachers explain various services in classes.
(Item #59)	Students are given opportunity to speak with counselors about personal concerns.	1. Counselors have group and individual conferences. 2. Counselors are available for individual conferences.
(Item #58)	Students will become better acquainted with their counselor.	1. Counselors will assist with Freshman Orientation. 2. Counselors will participate in Bridging-the-Gap. 3. Counselors will visit elementary schools. 4. Counselors will visit and work with CESA teachers. 5. Counselors will send for counselee for initial interview.
EXPLORING CAREERS		
(Item #46)	Interested students will receive an opportunity for on the job experience in their identified high interest areas.	1. Counselors will administer the Job-O. 2. Counselors encourage students to use computer, needle sort system. 3. Counselors will refer students for additional assistance to the Career Education Center. 4. All CESA teachers administer the Job-O Interest Inventory.

CATEGORY	GOAL	ACTIVITY & RESPONSIBILITY AGENTS
EXPLORING CAREERS (cont.)		5. CESA teachers also require the use of the computer, needle sort, and other occupational references and material available in the Career Education Center. 6. Exploration Coordinator visit all CESA classes plus other academic classes to inform students of exploration sites.
(Item #45)	Students receive opportunity to speak with people employed in their high interest areas.	1. Exploration Coordinator interviews students who are released for job exploration. 2. Teachers schedule speakers (some from IPAR) into their classrooms.
(Item #47)	Students are released from school to do an indepth exploration of jobs relating to their interests.	1. Exploration Coordinator secures exploration sites and arranges for released time for students. 2. Counselors and Career Education Building Coordinator assist in exploration visitation.
(Item #48)	Some students receive actual on the job experience.	1. The Exploration coordinator and Work Experience Coordinator schedule student for on-the-job experiences. 2. Specialization programs also provide students with on-the-job experiences and exploration.
DEVELOPING CAREER AWARENESS (Item #40)	Students will become more aware of educational alternatives after graduation.	1. Counselors assist students by providing post high information in conferences. 2. CESA teachers take classes to Post High Planning Center for orientation and information. 3. Post High School Coordinator assists students and parents by providing information and workshops.

CATEGORY	GOAL	ACTIVITY & RESPONSIBILITY AGENTS
DEVELOPING CAREER AWARENESS (cont.) (Item #41)	Students will become aware of career training in their high interest areas.	1. Counselors assist students with identification of clusters and career related programs within Cleveland and other programs outside of Cleveland. 2. Counselors assist students with scheduling of classes where they might receive specific career training. 3. CESA teachers and Work Experience Coordinator introduce clusters and various vocational programs available to students within Cleveland and other high schools.
(Item #42)	Students will be able to understand the impact of work on their lives	1. Counselors assist students with this goal through individual conferences. 2. CESA teachers present Module "C", "Developing a Life Style for Career Success". 3. Students gain insight of impact of work on their lives through work exploration and experiences.
(Item #43)	Students will learn to make career choices based on their value systems.	1. Counselors assist students in value clarification activities. 2. CESA teachers stress importance of career choices and values through Module "E", "Planning for Career Success".
(Item #44)	Students will learn about possible careers and world of work.	All activities by teachers, counselors and coordinators listed above.
MAKING PLANS BEYOND GRADUATION (Item #39)	Each student will become aware of financial aid for continuing education beyond graduation	1. Counselors will provide students with special needs concerning financial aid. 2. Counselors will participate in work shops regarding financial aid for students.

CATEGORY	GOAL	ACTIVITY & RESPONSIBILITY AGENTS
MAKING PLANS BEYOND GRADUATION (cont.)		3. Post High Planning Coordinator assists students and parents with information regarding financial aid by holding workshops. 4. CESA teachers take classes to Post High School Planning Center for introduction concerning financial aid. 5. Building Coordinator schedules all Juniors and Seniors into the Post High School Planning Center for information regarding plans beyond graduation.
(Item #40)	See Developing Career Awareness	
(Item #41)	See Developing Career Awareness	
(Item #37)	Students will become aware of preparation necessary for careers in which they are interested.	1. Counselors will assist students with information related to preparation for careers. 2. Counselors and teachers will assist students whose interest relate to specific academic areas. 3. CESA teachers assign materials and activities related to job and college preparation.
(Item #38)	Students will be able to relate high school courses to career plans.	1. Counselors and CESA teachers use the Oregon State System of Higher Education publication, "Preparing for College". 2. Counselors and cross-discipline teachers assist students by providing information on high school courses necessary for preparation for specific career fields. 3. IPAR and other guest speakers also provide above information. 4. Cross-discipline teachers and counselors suggest interview process for information.

CATEGORY	GOAL	ACTIVITY & RESPONSIBILITY AGENTS
PLANNING CAREERS		
(Item #51)	Students will be provided the opportunity to talk to counselors about career plans.	1. Counselors will assist students with career plans through individual conferences. 2. Counselors will visit CESA class and assist students with career plans.
(Item #49)	Students will learn how important people influence their career choices.	1. CESA teachers will assist students in this goal in understanding factors that affect career decisions and satisfaction (Modules D & E). 2. Counselors will discuss with students how they are influenced by others through conferences.
(Item #37)	See Above: Making Plans Beyond Graduation	
(Item #52)	Students will involve parents and talk to them about their career plans.	1. Counselors will confer with parents and students regarding career plans. 2. CESA teachers request interview and discussion with parents as an assignment for class. 3. Post High School Coordinator provides work shops for parents and students.
(Item #50)	Students will develop career plans and goals.	1. Counselors work with students in the development of goals and career plans for future in individual sessions. 2. CESA teachers provide activities throughout course in goal setting and career planning.

CATEGORY	GOAL	ACTIVITY & RESPONSIBILITY AGENTS
FINDING JOBS AND CAREERS (Item #57)	Students will learn more about job opportunities in their high interest areas.	1. Counselors will assist students in seeking job opportunities by referral to exploration and work experience coordinators. 2. CESA teachers take all freshman classes to Career Education Center for research on jobs as result of activities already accomplished. 3. Teachers provide information as to how and where to find jobs through their specialized programs.
(Item #53)	Students will be able to apply for jobs available locally.	1. Counselors inform students of location of information regarding available jobs. 2. Counselors refer students to Career Education Center for assistance in seeking jobs. 3. CESA teachers take classes to Career Education Center so they may see where jobs are posted and introduce students to Work Experience Coordinator.
(Item #54)	Students will know how and where to look for jobs.	1. Teachers in specialized classes provide students with information regarding how and where to look for jobs. 2. Counselors and CESA teachers use "Search to Success" to assist students.
(Item #56)	Students will receive assistance in finding part-time and/or summer work.	Work experience coordinator and specialization teachers assist students in placement of jobs.
(Item #55)	Students will learn how to apply and interview for jobs.	1. Teachers provide students with techniques in interviewing (role playing activities). 2. CESA teachers also assist students with completing application for jobs and interview skills. 3. Work experience coordinator works with students on how to apply for job and interview process.

CATEGORY	GOAL	ACTIVITY & RESPONSIBILITY AGENTS
ASSESSING SELF		
(Item #25)	Students will be able to learn about their standardized test scores	Counselors will interpret standardized scores individually to students.
(Item #26)	Students will be able to understand what they can realistically achieve.	1. Counselors will interpret data (test scores, grades) to students. 2. Counselors and teachers will assist students in setting goals. 3. CESA teachers stress motivation in role of career success.
(Item #24)	Students will be able to learn about their strengths and weaknesses.	1. Counselors will provide students with materials to assess strengths and weaknesses. 2. CESA teachers provide self assessment inventories for students to learn about strengths and weaknesses. 3. Counselors will discuss strengths and weaknesses with students in individual conferences.
(Item #1)	Students will be given opportunities to learn about their abilities and interests.	1. Counselors will assist with the administration of various tests measuring their abilities and interests. 2. Counselors will interpret material to students. 3. CESA teachers administer various inventories in their classes related to individual abilities and interests.
SELECTING COURSES AND MAKING EDUCATIONAL PLANS		
(Item #34)	Students will be able to select more courses relevant to their futures.	1. Counselors will have individual forecasting conferences with students. 2. Counselors will visit classes and work with students in the scheduling of classes.

CATEGORY	GOAL	ACTIVITY AND RESPONSIBILITY AGENTS
SELECTING COURSES AND MAKING EDUCATIONAL PLANS (cont.)		
(Item #36)	Students will be able to identify courses appropriate to their educational needs.	Counselors cooperate with teachers by providing information about new courses for students.
(Item #35)	Students will receive help in selecting courses.	1. Counselors assist teachers in the assignment of students to their classes. 2. Counselors and CESA teachers use the Oregon State System of Higher Education publication, "Preparing for College". 3. CESA teachers require assignments related to identifying both high school and college courses necessary and/or contributing to the individual's future plans. 4. Counselors assist the teachers of the special programs (handicapped, special education, Option and ESL) in programming their students. 5. Counselors confer with parents concerning scheduling of students in classes.
MAKING DECISIONS		
(Item #27)	Students will learn how to assess and evaluate their goals.	1. Counselors assist students in assessing and evaluating their goals through individual and group counseling. 2. Counselors schedule parent, student conferences. 3. CESA teachers require systematic goal-setting throughout the course. 4. CESA teachers require students to implement systematic decision-making skills.

CATEGORY	GOAL	ACTIVITY AND RESPONSIBILITY AGENTS
DEVELOPING RESPONSIBILITY FOR SELF BEING UNDERSTOOD BY OTHERS UNDERSTANDING OTHER STUDENTS' IDENTITIES (Item #7)	Students will learn better to tell others how they feel.	1. Counselors visit classrooms to present activities related to development of communication skills (e.g., active listening). 2. Counselors assist students with their feelings concerning other students and teachers through individual counseling. 3. CESA teachers involve students in activities related to effective communication skills (e.g., "Description of Feelings & Behavior" and "Active Listening"). 4. Psychology teachers present small groups with communication activities. 5. Youth Services personnel work with communication skills in Contact Program.
UNDERSTANDING OTHERS (Item #10)	Students will learn to better understand teachers.	1. (See activities under Item #7 related to learning better to tell others how students feel.) 2. Counselors assist student in this area through individual and staff conferences. 3. CESA teachers present unit on "Interpersonal Relationships", Module "B".

CATEGORY	GOAL	ACTIVITY AND RESPONSIBILITY AGENTS
CLARIFYING VALUES (Item #20)	Students will have opportunity to understand their belief systems more clearly.	1. Counselors assist students through individual counseling or perhaps by referral to outside agency. 2. CESA teachers stress value clarification throughout course. 3. CESA, Psychology, Sociology and other cross-discipline teachers present activities emphasizing development of individual belief systems.
(Item #22)	Students will understand values related to use/abuse of drugs including alcolhol.	1. Psychology, Health and Sociology teachers present activities leading to use/abuse of drugs, including alcohol 2. Counselors assist students with problems relating to use/abuse of drugs through individual counseling or referral to special agency for additional assistance.
UNDERSTANDING & ACCEPTING SELF (Item #4)	Students will understand how their feelings affect their behavior.	1. See activities under Item #7. 2. Counselors assist students in this area through individual and group conferences.
RELATING TO OTHERS BEING UNDERSTOOD BY OTHERS (Item #16)	Students will learn how to have better relationships with teachers.	See activities under Item #7.
(Item #15)	Students will learn how to get along better with their families.	See activities under Item #10.

CATEGORY	GOAL	ACTIVITY AND RESPONSIBILITY AGENTS
UNDERSTANDING SEXUAL IDENTITY (Item #30)	Students will understand the impact of their sex on their career choices.	1. Counselors work with students in this area through individual counseling. 2. CESA, Psychology and other cross-discipline teachers present activities and assignments relating to sex roles, encouraging students to enter non-traditional work roles. 3. Work Experience, Exploration and Specialization coordinators actively recruit students to enter non-traditional career roles.

EVALUATION STATEMENT:

A critical element of all program operations will be an on-going effort to collect, interpret and act upon regular feedback by and to program staff. To facilitate the collection of this information, guidance and counseling staff will need to maintain careful records of the following means of evaluation:

1) Follow-up instrument related to initial needs assessment survey.
2) Teacher evaluation of Guidance Services (instrument to be developed).
3) Feedback from Guidance/Counseling Advisory Committee (includes parent and student).
4) Feedback from counselors and administrators (instrument to be developed).

These records, combined with other formative data, will aid in the program's formative evaluation processes and requirements.

A REVIEW OF CAREER GUIDANCE AND COUNSELING INNOVATIONS IN THE PORTLAND, OREGON SCHOOL DISTRICT

TECHNICAL REPORT

Submitted

to

Louise Lothspeich
Project Director

by

Larry J. Kenneke

May, 1978

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FINAL REPORT

Introduction

Twenty-five career guidance and counseling projects which appeared in the handbook entitled "Promising Practices in Career Guidance and Counseling in the Portland Secondary Schools: 1976-77 School Year" were reviewed during this project.* From these projects twelve potential practices were identified. For the purposes of this project, practices were defined as: products and/or processes that addressed a significant career development problem. A project was an enterprise that could require one or more years to produce a practice. A practice could be produced through a grant or without the aid of external financial support or a combination of both.

Of the twelve practices examined, seven were judged to meet a significant educational problem, to perform effectively, and to be transportable. Those seven practices were recommended as promising practices. However, six of these were deficient in evidence on the effectiveness of the practice or means for facilitating transportability and were recommended with reservation. Therefore, five practices were judged insufficiently documented or lacking in evidence and were not recommended as promising practices (Table 1).

Procedure

Practices appearing in the Portland handbook were reviewed by the project director (Louise Lothspeich) and the contractor (Larry Kenneke). Each practice was reviewed in view of the following questions: (a) did the practice address a significant educational problem, (b) did the practice perform effectively, and (c) was the practice transportable?

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* One project was reviewed that did not appear in the handbook.

TABLE I

DECISION CHART

SCHOOL	INNOVATION	CONTACT	A	B	C	D
Benson	Curriculum Planning	Jones	Yes	NE	WR	No**
Cleveland	C.E. Staff-Center	Sherry	Yes	NE	Yes	WR
	CESA	Sherry	Yes	NE	WR	WR
Jefferson	Forecasting/Scheduling	McGinnis Barrett	Yes	Partial	Yes	Yes
Madison	*K-12 Articulation	Williams	Yes	NE	Yes	WR
	Group Counseling (P. 18)	Leppert/Williams	Yes	No	No	No**
	Career Catalyst	Leppert	Yes	NE	Yes	WR
Marshall	Home Visitations	Cover	Yes	NE	WR	NO**
	Group Process	Lachenmeier	Yes	NE	WR	NO**
Roosevelt	ICE	Loprinzl Lindquist	Yes	NE	Yes	WR
Vocational Village	Occupational Cruise	Vickers	Yes	NE	Yes	WR
Wilson	Explorer Program	Oberteuffer	Yes	NE	Yes	NO

*New

**No longer in operation

KEY

NE = No evidence

WR = With reservation

A = Does Innovation address a significant problem?

B = Is the Innovation effective?

C = Is the Innovation transportable?

D = Should the Innovation be reported in the handbook?

Eleven potential promising practices were identified. One additional practice was submitted for review during a site visitation. The project director contacted each of the sites where potential promising practices had been identified. She asked for documentation of practices from each site. Few sites provided sufficient documentation for a "paper" review of practices. Ms. Lothspeich set up a visitation schedule for the contractor.

Before visiting each site, the contractor familiarized himself with the practice by studying whatever documentation was available to him. Each project contact person(s) was interviewed using an Innovation Information Form. The completed forms for each site appear in Appendix A. Each potential practice was reviewed with the aid of the innovation selection criteria (Appendix B).

One innovation was recommended as a promising practice without reservation. Seven innovations were recommended as a promising practice with reservation. Four innovations were not recommended. These recommendations were presented to an advisory committee (April 13, 1978) for their guidance and direction. The committee consisted of the following people:

Louise Lothspeich

Robert Signer

LeRoy Wallis

Warren Rathbun.

This committee recommended that seven innovations be given the title promising practice. They recommended that one "with reservation" (Wilson) innovation be reclassified as a "NO." Therefore, five innovations were not classified as a promising practice.

The seven innovations classified as promising practices were written up in an appropriate format by the contractor. The seven write-ups were sent to the project director on April 27, 1978. She, in turn, distributed them to area coordinators and appropriate contact persons. The write-ups were reviewed for

any errors and returned to the contractor by May 15, 1978. The seven promising practices appear in Appendix C.

Findings

The adequacy of the methodologies used to develop and evaluate practices varied widely among the programs/projects. The methodologies tended to be generally less than adequate. Nearly all innovations implicitly or explicitly intended to affect student behaviors; but only a few could provide evidence that students ultimately benefited from the practices that were developed. The seven practices recommended for inclusion in the Handbook did not have evaluative data on student achievement of desired outcomes. The only evidence on effectiveness was the degree to which the developmental methodology used appeared to be adequate. The actual effectiveness of these practices is speculative because a sound developmental methodology only enhances the extent to which a resulting practice will be effective. However, sound developmental methodology does not guarantee the effectiveness of a resulting practice.

It was assumed that a practice was more transportable to another environment if its documentation was complete. That is, there appeared to be a relationship between the availability of a practice or its description in hard copy and the degree to which another school could adopt it. However, the degree to which practices were communicable through means other than word of mouth varied among projects. By definition, all practices recommended for inclusion in the Handbook are communicable. Most of these had some documentation in addition to having individuals willing and able to discuss the practices with interested persons. However, a standardized means to disseminate practices is not available.

Documentation on the development of practices included proposals, meeting announcements, minutes of meetings, instruction sheets, and final reports. However, the existence of documentation and the adequacy of available documentation varied markedly among practices. Although the project director was more

than willing to assist the contractor to acquire needed documentation, much information had to be collected during field visitations.

Although not conclusive, it appears that the seven practices could be characterized in other ways. A majority of the people interviewed indicated that staff commitment, whether it involved the availability of staff time, teachers' attitudes, and/or administrators' attitudes, was a key condition to the success or failure of a developmental effort. From another perspective, practices that had some degree of staff involvement as a part of the developmental effort and/or in the form of staff development tended to be designated "promising" more often than those that did not. These findings are consistent with those of the statewide promising practices review that occured three years ago.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Activities/projects were generally conducted with a high degree of professionalism.
2. Managers/directors needed to pay greater attention to the planning, implementation, and management of the innovations.
3. Greater attention needed to be paid to design and implementation of project/program evaluations.
4. More practices would have been designated as "Promising" if means were available for communicating them to others. Inadequate documentation and unavailability of material were primary deterrents to the communication of practices.

Recommendations

1. Provide technical assistance for educational personnel on product and process evaluations of the innovations being developed and the

product and process evaluations of the developmental process being used to produce the educational innovation.

2. Establish a standardized means for dissemination of innovations, e.g. develop and facilitate the use of a common format to document innovations (see Appendix D).
3. Maximize the use of steering, advisory, or peer group committees to provide guidance for and accomplish validations of project efforts.
4. Provide technical assistance to innovators in the following areas:
   - 4.1 Planning and managing programmatic efforts.
   - 4.2 Record keeping.
   - 4.3 Using third-party evaluators.
   - 4.4 Conducting self assessments.

APPENDICES

APPENDIX A

INNOVATION INFORMATION FORM

INNOVATION: _____

LOCATION (SCHOOL): _____

CONTACT PERSON: _____ PHONE: _____

STREET ADDRESS: _____

CITY: _____ STATE: _____ ZIP _____

A. Does the innovation address a significant problem? Yes____ No____
Describe the problem _____

_____

A.1 Is/are one or more career development levels addressed? Yes____ No_____
Specify the level(s) _____

A.2 Is/are one or more career development priorities addressed? Yes___No___
Specify the priorities _____

A.3 Is the potential number of adopters large? Yes____ No____
How many? _____

B. Is the innovation effective? Yes___Partial___Possible___No___No evidence____

B.1 Primary Evidence: _____

B.1.1 Is there evidence that students achieved objectives?
Yes___ Partial___ No___ No evidence___
Describe the evidence _____

_____

B.2 Secondary Evidence _____

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes___ Partial___ No___ No evidence___
Describe the evidence _____

_____

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes___ No___ Not applicable___
If yes, describe the evidence _____

_____

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes___ Partial___ No___
Describe the evidence _____

_____

C. Is the innovation transportable? Yes___ With reservation___ No___

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes___ No___ No evidence___

Explain_____

_____

C.2 Can the innovation be communicated to prospective adapters? Yes___ Partially___ No___

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation? Yes___ No___ Not applicable___

List the documents_____

_____

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation? Yes___ No___

List the persons names_____

_____

C.2.3 Can the innovation be observed while in operation? Yes___ No___ Not applicable___

If yes, specify when and where_____

_____

D. Should the innovation be reported in the handbook? Yes___ With reservation___ No___

INNOVATION INFORMATION FORM

INNOVATION: Methodology for Updating Career Education Program

LOCATION (SCHOOL): Benson High School

CONTACT PERSON: Dorothy Jones PHONE: _____

STREET ADDRESS: 546 N. E. 12th Avenue

CITY: Portland STATE: Oregon ZIP 97232

A. Does the innovation address a significant problem? Yes X No ____

Describe the problem Changing needs of community, students, employers, etc.

A.1 Is/are one or more career development levels addressed? Yes X No ____

Specify the level(s) Exploration - Emphasis

A.2 Is/are one or more career development priorities addressed? Yes X No ____

Specify the priorities Integration of career education into academic and vocational counseling priorities.

A.3 Is the potential number of adopters large? Yes X No ____

How many? All schools in district

B. Is the innovation effective? Yes ____ Partial ____ Possible ____ No ____ No evidence X

B.1 Primary Evidence: _____

B.1.1 Is there evidence that students achieved objectives?

Yes ____ Partial ____ No ____ No evidence X

Describe the evidence _____

B.2 Secondary Evidence _____

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes ____ Partial ____ No ____ No evidence X

Describe the evidence _____

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes ____ No ____ Not applicable X

If yes, describe the evidence _____

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes ____ Partial X No ____

Describe the evidence Procedure sheets, agenda

C. Is the innovation transportable? Yes___ With reservation X No___

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes___ No___ No evidence X

Explain The process has not been continued this year.

C.2 Can the innovation be communicated to prospective adapters? Yes___ Partially X No___

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation?

Yes X No___ Not applicable___

List the documents Procedure sheets, agenda

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation?

Yes X No___

List the persons names Dorothy Jones

C.2.3 Can the innovation be observed while in operation? Yes___ No___ Not applicable X

If yes, specify when and where

D. Should the innovation be reported in the handbook? Yes___ With reservation___ No___

Notes

1. Faculty involvement - grass roots involvement administrators, counselors, and teachers were all involved from the very start. Task forces were utilized (heterogeneus groups).
2. Summarize/follow-up what has occurred in their meetings.
3. Payoffs - Many things happened in departments that were not intended outcomes.
4. Get top administrative support for big change open communication.

INNOVATION INFORMATION FORM

INNOVATION: Self Awareness Experience (CESA)

LOCATION (SCHOOL): Cleveland

CONTACT PERSON: Sue Sherry PHONE: _____

STREET ADDRESS: 3400 S. E. 26th Avenue

CITY: Portland STATE: Oregon ZIP 97202

A. Does the innovation address a significant problem? Yes X No ___
Describe the problem Need for student self awareness

A.1 Is/are one or more career development levels addressed? Yes X No ___
Specify the level(s) Orientation

A.2 Is/are one or more career development priorities addressed? Yes X No ___
Specify the priorities Career Guidance

A.3 Is the potential number of adopters large? Yes ___ No ___
How many? Questionable

B. Is the innovation effective? Yes ___ Partial ___ Possible ___ No ___ No evidence X

B.1 Primary Evidence: _____

B.1.1 Is there evidence that students achieved objectives?
Yes ___ Partial ___ No ___ No evidence X
Describe the evidence _____

B.2 Secondary Evidence _____

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes ___ Partial ___ No ___ No evidence X
Describe the evidence _____

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes ___ No ___ Not applicable X
If yes, describe the evidence _____

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes ___ Partial ___ No X
Describe the evidence _____

C. Is the innovation transportable? Yes___ With reservation X No___

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes___ No___ No evidence___

Explain_____

_____

C.2 Can the innovation be communicated to prospective adapters? Yes___ Partially X No___

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation? Yes___ No X Not applicable___

List the documents_____

_____

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation? Yes X No___

List the persons names Sue Sherry

_____

C.2.3 Can the innovation be observed while in operation? Yes X No___ Not applicable___

If yes, specify when and where See contact person

_____

D. Should the innovation be reported in the handbook? Yes___ With reservation X No___

INNOVATION INFORMATION FORM

INNOVATION: Career Center for Teachers and Counselors

LOCATION (SCHOOL): Cleveland High School

CONTACT PERSON: Sue Sherry PHONE: _____

STREET ADDRESS: 3400 S. E. 26th Avenue

CITY: Portland STATE: Oregon ZIP 97202

A. Does the innovation address a significant problem? Yes X No ___
Describe the problem Teachers/counselors needed help with resources/strategies

A.1 Is/are one or more career development levels addressed? Yes X No ___
Specify the level(s) Orientation

A.2 Is/are one or more career development priorities addressed? Yes ___ No ___
Specify the priorities Exploration

A.3 Is the potential number of adopters large? Yes X No ___
How many? City schools

B. Is the innovation effective? Yes ___ Partial ___ Possible ___ No ___ No evidence X

B.1 Primary Evidence: _____

B.1.1 Is there evidence that students achieved objectives?
Yes ___ Partial ___ No ___ No evidence X
Describe the evidence Verbal description of student achievement

B.2 Secondary Evidence _____

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes ___ Partial ___ No ___ No evidence X
Describe the evidence _____

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes X No ___ Not applicable ___
If yes, describe the evidence Verbal description of inservice activity

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes ___ Partial ___ No X
Describe the evidence No written

C. Is the innovation transportable? Yes X With reservation ___ No ___

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes ___ No ___ No evidence X

Explain Verbal description of applications

C.2 Can the innovation be communicated to prospective adapters? Yes X

Partially ___ No ___

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation?

Yes X No ___ Not applicable ___

List the documents See attachments

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation?

Yes X No ___

List the persons names Sue Sherry

C.2.3 Can the innovation be observed while in operation? Yes X No ___

Not applicable ___

If yes, specify when and where See Sue Sherry

D. Should the innovation be reported in the handbook? Yes ___ With reservation X

No ___

Weaknesses: Include options for highly academic students. Include as many options for students as possible.

Moved career center this year. Now classes are held in temporary center. Teachers/counselors are reluctant to use in this environment.

Keys to success:

*Lead teachers were selected by administration to serve as a core group to initiate career education program.
*Orientation of career education at Cleveland to life role education.
*Ideas came from counselors.
*Administrative support

Involvement of all persons involved in the program.

INNOVATION INFORMATION FORM

INNOVATION: A Forecasting and Scheduling Process for High School Students

LOCATION (SCHOOL): Jefferson High School

CONTACT PERSON: Hugh McGinnis, Don Barrett PHONE:

STREET ADDRESS: 5210 N. Kerby

CITY: Portland STATE: Oregon ZIP 97217

A. Does the innovation address a significant problem? Yes X No

Describe the problem Scheduling students and classes. Educational planning (insufficient orientation of teachers to the guidance process). Population change.

A.1 Is/are one or more career development levels addressed? Yes X No

Specify the level(s) Exploration, emphasis

A.2 Is/are one or more career development priorities addressed? Yes X No

Specify the priorities Career guidance

A.3 Is the potential number of adopters large? Yes X No

How many? All Portland Schools

B. Is the innovation effective? Yes Partial X Possible No No evidence

B.1 Primary Evidence:

B.1.1 Is there evidence that students achieved objectives?

Yes Partial X No No evidence

Describe the evidence Verbal

B.2 Secondary Evidence

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes X Partial No No evidence

Describe the evidence Number of course changes requests have been significantly reduced.

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes X No Not applicable

If yes, describe the evidence Instruction, process, procedure sheets

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes X Partial No

Describe the evidence See above

C. Is the innovation transportable? Yes X With reservation ___ No ___

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes ___ No ___ No evidence X

Explain _____

_____

C.2 Can the innovation be communicated to prospective adapters? Yes X

Partially ___ No ___

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation?

Yes X No ___ Not applicable ___

List the documents Procedure, instruction sheets.

_____

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation?

Yes X No ___

List the persons names Hugh McGinnis

_____

C.2.3 Can the innovation be observed while in operation? Yes X No ___

Not applicable ___

If yes, specify when and where Call McGinnis

_____

D. Should the innovation be reported in the handbook? Yes X With reservation ___

No ___

1. Task - small group.
2. Great orientation for teachers regarding the role of the teacher (Great inservice for teachers).
3. 90% commitment - min. 75% allowable.
4. Administration must be involved. Must be a payoff to succeed, e.g. class enrollment settled down quickly.
5. Highly organized, well planned. Key to success, e.g. the larger the number of participants the greater the need for organization.
6. Inservice for teachers decided payoff.
7. During regular work day. Not an extra assignment.
8. Specific tasks assigned for each faculty member.

NOT IN OPERATION

INNOVATION INFORMATION FORM

INNOVATION: Career Exploration through Group Counseling Processes

LOCATION (SCHOOL): Madison

CONTACT PERSON: Williams-Leppert PHONE:

STREET ADDRESS: 2735 N. E. 82nd

CITY: Portland STATE: Oregon ZIP 97220

A. Does the innovation address a significant problem? Yes X No
Describe the problem Career Exploration

A.1 Is/are one or more career development levels addressed? Yes X No
Specify the level(s) Exploration

A.2 Is/are one or more career development priorities addressed? Yes No
Specify the priorities Career Guidance

A.3 Is the potential number of adopters large? Yes X No
How many? City schools

B. Is the innovation effective? Yes Partial Possible No No evidence X

B.1 Primary Evidence:

B.1.1 Is there evidence that students achieved objectives?
Yes Partial No No evidence X
Describe the evidence

B.2 Secondary Evidence

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes Partial No No evidence X
Describe the evidence

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes No X Not applicable
If yes, describe the evidence

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes Partial No X
Describe the evidence

C. Is the innovation transportable? Yes___ With reservation___ No X

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes___ No___ No evidence___

Explain_____

_____

C.2 Can the innovation be communicated to prospective adapters? Yes___ Partially___ No X

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation? Yes___ No___ Not applicable___

List the documents_____

_____

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation? Yes X No___

List the persons names Williams, Leppert

_____

C.2.3 Can the innovation be observed while in operation? Yes___ No X Not applicable___

If yes, specify when and where_____

_____

D. Should the innovation be reported in the handbook? Yes___ With reservation___ No X

INNOVATION INFORMATION FORM

INNOVATION: Developing Decision-Making Skills Through a Career Catalyst

LOCATION (SCHOOL): Madison High School

CONTACT PERSON: Judith Leppert PHONE: _____

STREET ADDRESS: 2735 N. E. 82nd Avenue

CITY: Portland STATE: OR ZIP 97220

A. Does the innovation address a significant problem? Yes X No ___
Describe the problem Students lacked a satisfactory level of decision-making skill.

A.1 Is/are one or more career development levels addressed? Yes X No ___
Specify the level(s) Awareness, Exploration, Emphasis

A.2 Is/are one or more career development priorities addressed? Yes X No ___
Specify the priorities Decision Making

A.3 Is the potential number of adopters large? Yes X No ___
How many? All city schools

B. Is the innovation effective? Yes ___ Partial ___ Possible ___ No ___ No evidence X

B.1 Primary Evidence: _____

B.1.1 Is there evidence that students achieved objectives?
Yes ___ Partial ___ No ___ No evidence X
Describe the evidence _____

B.2 Secondary Evidence _____

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes ___ Partial X No ___ No evidence ___
Describe the evidence Verbal

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes X No ___ Not applicable ___
If yes, describe the evidence Verbal

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes ___ Partial X No ___
Describe the evidence See folder

C. Is the innovation transportable? Yes X With reservation___ No___

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes___ No___ No evidence X

Explain_____

_____

C.2 Can the innovation be communicated to prospective adapters? Yes X

Partially___ No___

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation?

Yes X No___ Not applicable___

List the documents See folder of documents

_____

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation?

Yes X No___

List the persons names Judy Leppert

_____

C.2.3 Can the innovation be observed while in operation? Yes X No___

Not applicable___

If yes, specify when and where Contact above for time and place

_____

D. Should the innovation be reported in the handbook? Yes___ With reservation___

No___

INNOVATION INFORMATION FORM

INNOVATION: Articulation

LOCATION (SCHOOL): Madison High School

CONTACT PERSON: Cathy Williams PHONE: _____

STREET ADDRESS: 2735 N. E. 82nd Avenue

CITY: Portland STATE: Oregon ZIP 97220

A. Does the innovation address a significant problem? Yes X No ___
Describe the problem Articulation

A.1 Is/are one or more career development levels addressed? Yes X No ___
Specify the level(s) All - K-12

A.2 Is/are one or more career development priorities addressed? Yes X No ___
Specify the priorities Career Guidance, Articulation, etc.

A.3 Is the potential number of adopters large? Yes X No ___
How many? Other area schools

B. Is the innovation effective? Yes ___ Partial ___ Possible ___ No ___ No evidence X

B.1 Primary Evidence: _____

B.1.1 Is there evidence that students achieved objectives?
Yes ___ Partial ___ No ___ No evidence X
Describe the evidence _____

B.2 Secondary Evidence _____

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes ___ Partial ___ No ___ No evidence X
Describe the evidence _____

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes X No ___ Not applicable ___
If yes, describe the evidence See folder

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes X Partial ___ No ___
Describe the evidence See folder

C. Is the innovation transportable? Yes X With reservation ___ No ___

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes ___ No ___ No evidence X

Explain _____

_____

C.2 Can the innovation be communicated to prospective adapters? Yes X

Partially ___ No ___

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation?

Yes X No ___ Not applicable ___

List the documents See folder _____

_____

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation?

Yes X No ___

List the persons names Cathy Williams _____

_____

C.2.3 Can the innovation be observed while in operation? Yes X No ___

Not applicable ___

If yes, specify when and where Contact above for time and place _____

_____

D. Should the innovation be reported in the handbook? Yes ___ With reservation X

No ___

INNOVATION INFORMATION FORM

INNOVATION: Facilitating Decision-Making Through Group Processes

LOCATION (SCHOOL): Marshall High School

CONTACT PERSON: Judith Lachenmeier PHONE: _____

STREET ADDRESS: 3905 S. E. 91st Ave.

CITY: Portland STATE: Oregon ZIP 97266

A. Does the innovation address a significant problem? Yes X No ___
Describe the problem Inability of youth to make decisions

A.1 Is/are one or more career development levels addressed? Yes X No ___
Specify the level(s) Orientation

A.2 Is/are one or more career development priorities addressed? Yes X No ___
Specify the priorities Decision making

A.3 Is the potential number of adopters large? Yes X No ___
How many? All city schools

B. Is the innovation effective? Yes ___ Partial ___ Possible ___ No ___ No evidence X

B.1 Primary Evidence: _____

B.1.1 Is there evidence that students achieved objectives?
Yes ___ Partial ___ No ___ No evidence X
Describe the evidence _____

B.2 Secondary Evidence _____

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes ___ Partial ___ No ___ No evidence X
Describe the evidence _____

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes ___ No ___ Not applicable X
If yes, describe the evidence _____

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes ___ Partial ___ No X
Describe the evidence _____

C. Is the innovation transportable? Yes___ With reservation_X_ No___

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes___ No___ No evidence_X_

Explain_____

_____

C.2 Can the innovation be communicated to prospective adapters? Yes___ Partially_X_ No___

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation?

Yes_X_ No___ Not applicable___

List the documents_Tribes,_____

_____

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation?

Yes___ No___

List the persons names_____Judith Lachenmeier_____

_____

C.2.3 Can the innovation be observed while in operation? Yes___ No_X_ Not applicable___

If yes, specify when and where_____.

_____

D. Should the innovation be reported in the handbook? Yes___ With reservation___ No___

Key to Success:

1. Well organized, specific goals, tasks were specified.
2. Materials are borrowed from a variety of sources.
3. Group approach to the decision making.
4. Understand the group process.
5. Try new scheduling - to 5 days (1 hour) week instead of one day a week.

INNOVATION INFORMATION FORM

INNOVATION: Assisting Youth Through Home Vistations

LOCATION (SCHOOL): Marshall High School

CONTACT PERSON: John Cover PHONE: _____

STREET ADDRESS: 3905 S. E. 91st Avenue

CITY: Portland STATE: Oregon ZIP 97266

A. Does the innovation address a significant problem? Yes X No ___
Describe the problem Large numbers of students who are not successful in school.

A.1 Is/are one or more career development levels addressed? Yes X No ___
Specify the level(s) Exploration - emphasis.

A.2 Is/are one or more career development priorities addressed? Yes X No ___
Specify the priorities Guidance

A.3 Is the potential number of adopters large? Yes X No ___
How many? All Portland schools

B. Is the innovation effective? Yes ___ Partial ___ Possible ___ No ___ No evidence X

B.1 Primary Evidence: _____

B.1.1 Is there evidence that students achieved objectives?
Yes ___ Partial ___ No ___ No evidence X
Describe the evidence Records no longer available.

B.2 Secondary Evidence _____

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes ___ Partial ___ No ___ No evidence X
Describe the evidence Records no longer available.

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes ___ No ___ Not applicable X
If yes, describe the evidence _____

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes ___ Partial ___ No X
Describe the evidence _____

C. Is the innovation transportable? Yes___ With reservation X No___

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes___ No___ No evidence X

Explain_____

_____

C.2 Can the innovation be communicated to prospective adapters? Yes___

Partially X No___

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation?

Yes___ No X Not applicable___

List the documents_____

_____

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation?

Yes X No___

List the persons names John Cover

_____

C.2.3 Can the innovation be observed while in operation? Yes___ No X

Not applicable___

If yes, specify when and where_____

_____

D. Should the innovation be reported in the handbook? Yes___ With reservation___

No___

1. Program ceased operation in 1974-75.
2. Key(s) to success:
   - 2.1 Always make arrangements prior to stopping by for a home visit.
   - 2.2 Use telephone call to make appointment.
   - 2.3 Make follow-up on each student early - during the first week of school in the fall.
3. Key benefit (Public relations - getting into the home, e.g., school cares about their children).

INNOVATION INFORMATION FORM

INNOVATION: Infusion of Career Concepts in Subject Matter

LOCATION (SCHOOL): Roosevelt High School

CONTACT PERSON: Phil Laprinzi PHONE:

STREET ADDRESS: 6941 N. Central Street

CITY: Portland STATE: Oregon ZIP 97203

A. Does the innovation address a significant problem? Yes X No

Describe the problem Career Education not part of courses

A.1 Is/are one or more career development levels addressed? Yes X No

Specify the level(s) Exploration

A.2 Is/are one or more career development priorities addressed? Yes X No

Specify the priorities Career guidance, decision making

A.3 Is the potential number of adopters large? Yes X No

How many? City schools

B. Is the innovation effective? Yes Partial Possible No No evidence X

B.1 Primary Evidence:

B.1.1 Is there evidence that students achieved objectives?

Yes Partial X No No evidence

Describe the evidence Student survey of ICE program. No student performance data.

B.2 Secondary Evidence

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes Partial X No No evidence

Describe the evidence Faculty survey responses

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes No X Not applicable X

If yes, describe the evidence

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes Partial No X

Describe the evidence

C. Is the innovation transportable? Yes X With reservation___ No___

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes___ No___ No evidence X

Explain_____

_____

C.2 Can the innovation be communicated to prospective adapters? Yes X

Partially___ No___

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation?

Yes___ No___ Not applicable___

List the documents_____

_____

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation?

Yes X No___

List the persons names Phil Loprinzi, Wayne Lindquist

_____

C.2.3 Can the innovation be observed while in operation? Yes X No___

Not applicable___

If yes, specify when and where Contact above

_____

D. Should the innovation be reported in the handbook? Yes___ With reservation X

No___

* Freshman requirement for graduation (Survey Course - ICE)
  Each student takes a "COP" interest test.
* Areas:
  Business Education
  Home Economics
  Industrial Education
  Social Science
* Success is due to administrative support.
* Short term of ICE courses may well be key to success of programs, e.g. can revise/modify every nine weeks.
* Need to continually sell your program to teachers (continuous inservice)

INNOVATION INFORMATION FORM

INNOVATION: Career Exploration Through an Occupational Cruise

LOCATION (SCHOOL): Vocational Village

CONTACT PERSON: Tom Vickers PHONE: ____

STREET ADDRESS: 5040 S. E. Milwaukie Avenue

CITY: Portland STATE: Oregon ZIP 97202

A. Does the innovation address a significant problem? Yes X No ____
Describe the problem Students in need

A.1 Is/are one or more career development levels addressed? Yes X No ____
Specify the level(s) Exploration

A.2 Is/are one or more career development priorities addressed? Yes X No ____
Specify the priorities ____

A.3 Is the potential number of adopters large? Yes X No ____
How many? City schools

B. Is the innovation effective? Yes ____ Partial ____ Possible ____ No ____ No evidence X

B.1 Primary Evidence: ____

B.1.1 Is there evidence that students achieved objectives?
Yes ____ Partial ____ No ____ No evidence X
Describe the evidence ____

B.2 Secondary Evidence ____

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes ____ Partial ____ No ____ No evidence X
Describe the evidence ____

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes ____ No X Not applicable ____
If yes, describe the evidence ____

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes ____ Partial X No ____
Describe the evidence Discussion/Interview

C. Is the innovation transportable? Yes X With reservation___ No___

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes___ No___ No evidence X

Explain_____

_____

C.2 Can the innovation be communicated to prospective adapters? Yes X

Partially___ No___

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation?

Yes X No___ Not applicable___

List the documents Handbook_____

_____

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation?

Yes X No___

List the persons names Tom Vickers_____

_____

C.2.3 Can the innovation be observed while in operation? Yes X No___

Not applicable___

If yes, specify when and where See above for contact person_____

_____

D. Should the innovation be reported in the handbook? Yes___ With reservation___

No___

No interest tests given. The Cruise is used to help them make a tentative decision regarding occupational interests.

Key factors to success: Faculty involvement from beginning.

INNOVATION INFORMATION FORM

INNOVATION: Career Exploration Through Scouting Program

LOCATION (SCHOOL): Wilson High School

CONTACT PERSON: Margaret Oberteuffer PHONE: _____

STREET ADDRESS: 1151 S. W. Vermont Street

CITY: Portland STATE: Oregon ZIP 97219

A. Does the innovation address a significant problem? Yes X No ___
Describe the problem Need for career exploration.

A.1 Is/are one or more career development levels addressed? Yes X No ___
Specify the level(s) Exploration

A.2 Is/are one or more career development priorities addressed? Yes X No ___
Specify the priorities Career Guidance

A.3 Is the potential number of adopters large? Yes ___ No X
How many? Questionable number

B. Is the innovation effective? Yes ___ Partial ___ Possible ___ No ___ No evidence X

B.1 Primary Evidence: _____

B.1.1 Is there evidence that students achieved objectives?
Yes ___ Partial X No ___ No evidence ___
Describe the evidence Attendance Records

B.2 Secondary Evidence _____

B.2.1 Is there evidence that counselors, teachers achieved their objectives? Yes ___ Partial ___ No ___ No evidence X
Describe the evidence _____

B.2.2 Is there evidence that counselors, teachers, etc. are prepared to use the innovation? Yes ___ No ___ Not applicable X
If yes, describe the evidence _____

B.2.3 Is there evidence that the methodology used to develop the innovation is sound? Yes ___ Partial ___ No ___ NA X
Describe the evidence _____

C. Is the innovation transportable? Yes X With reservation___ No___

C.1 Can the innovation be adapted in another environment without affecting its outcomes? Yes___ No___ No evidence___

Explain_____

_____

C.2 Can the innovation be communicated to prospective adapters? Yes___ Partially___ No___

C.2.1 Do documents exist which contain descriptions of operations, resource requirements, and management of the innovation?

Yes___ No X Not applicable___

List the documents_____

_____

C.2.2 Are persons available to provide descriptions of operations, resource requirements, and management of the innovation?

Yes X No___

List the persons names Margaret Oberteuffer

_____

C.2.3 Can the innovation be observed while in operation? Yes X No___ Not applicable___

If yes, specify when and where Contact above

_____

D. Should the innovation be reported in the handbook? Yes___ With reservation X No___

1. Career survey of this year's freshman, sophomore, junior. Everyone must complete survey.
   1.1 Mod 1 or 2 class
2. Must educate faculty as to the seriousness of the concept.
3. Problem: organization/scheduling/coordination of seminars.

APPENDIX B

INNOVATION SELECTION CRITERIA

AND

PROCEDURES FOR REVIEWING PRACTICES

APPENDIX B

INNOVATION SELECTION CRITERIA

A. Significant Problem

- A.1 Career Development Level
- A.2 Priorities
- A.3 Potential Number of Adopters

B. Effectiveness of Innovation

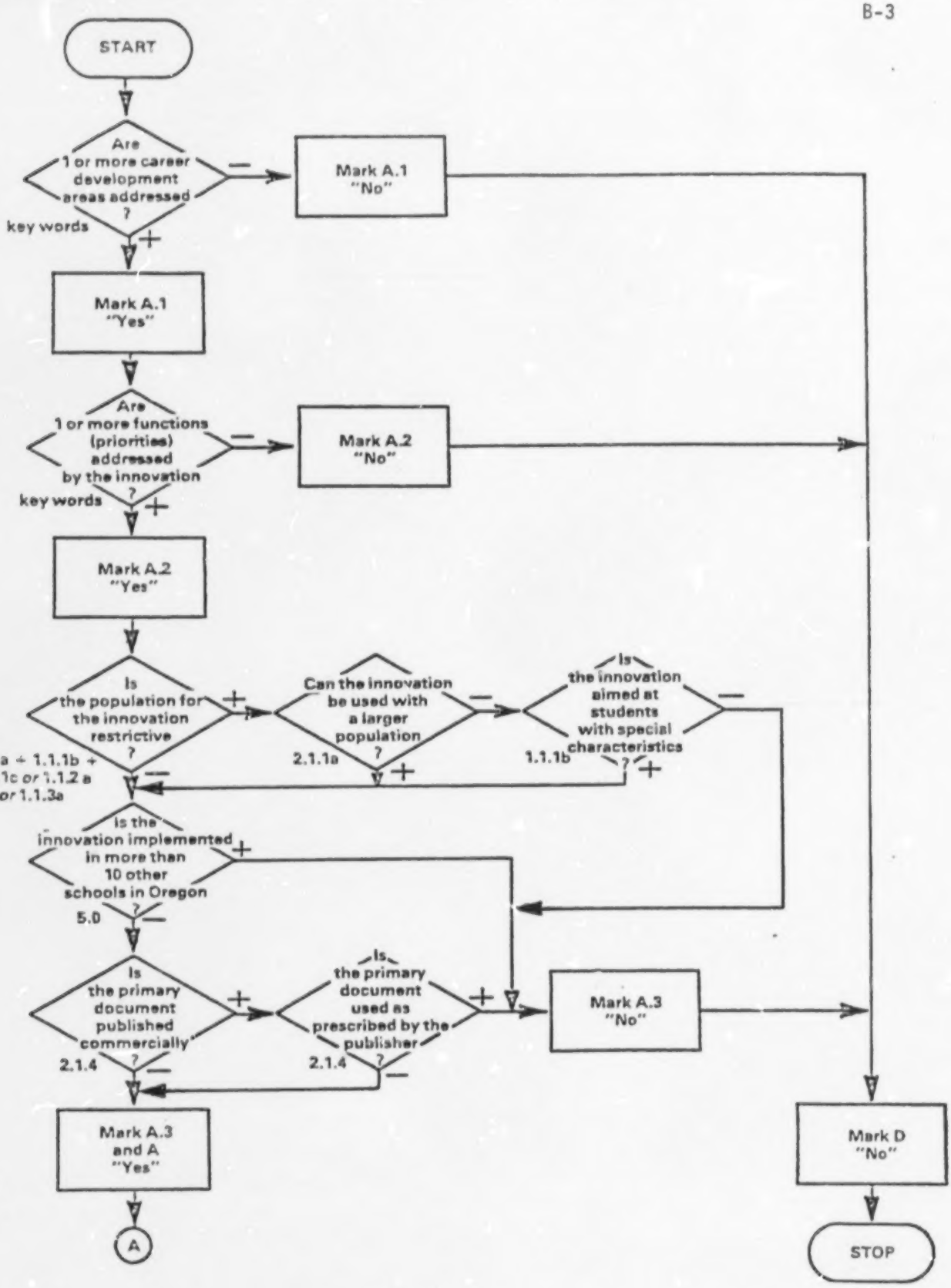
- B.1 Student Performance
- B.2 Secondary Evidence
  - B.2.1 Staff Achievement of Objectives
  - B.2.2 Staff Development
  - B.2.3 Methodology

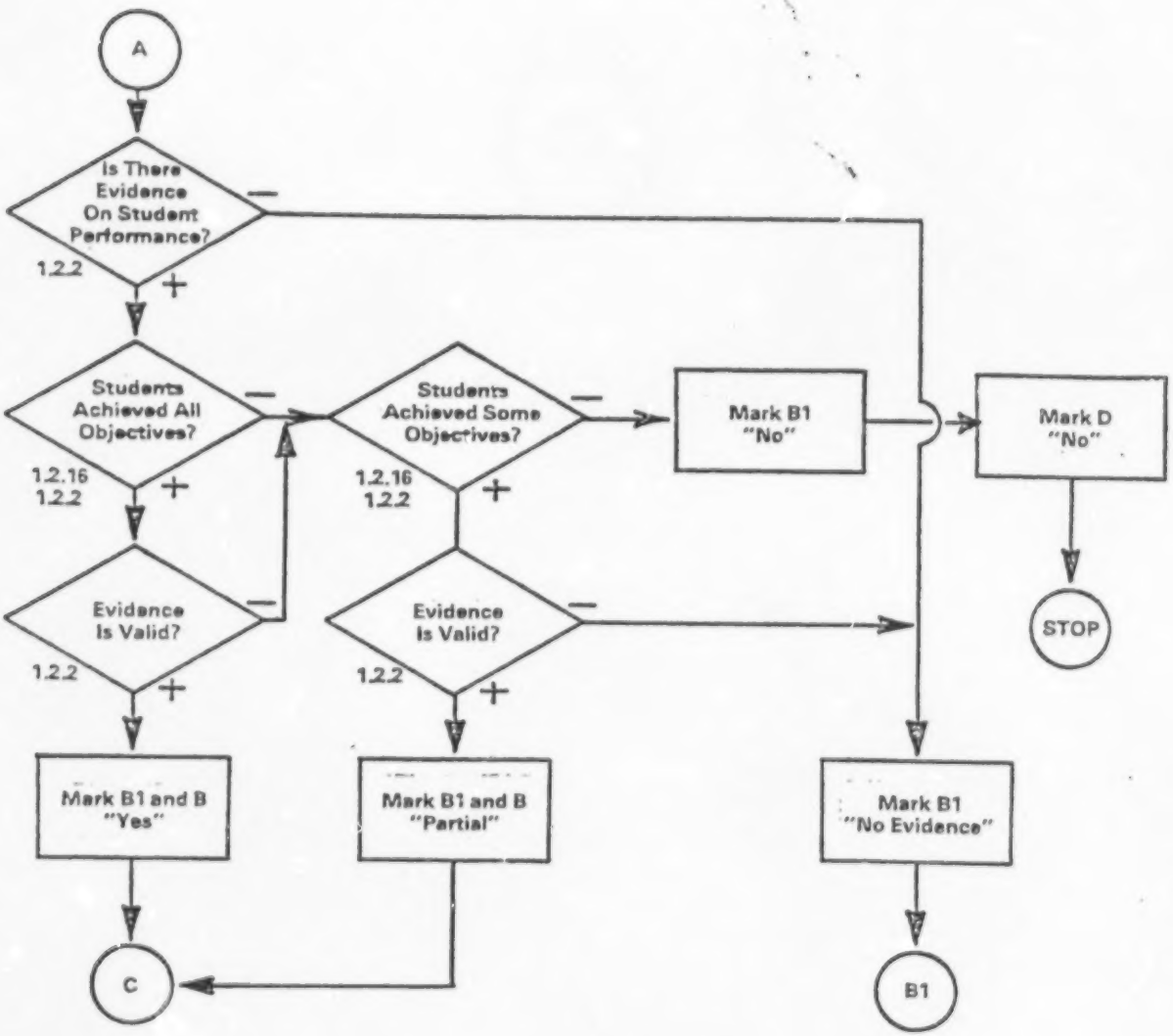
C. Transportability of Innovation

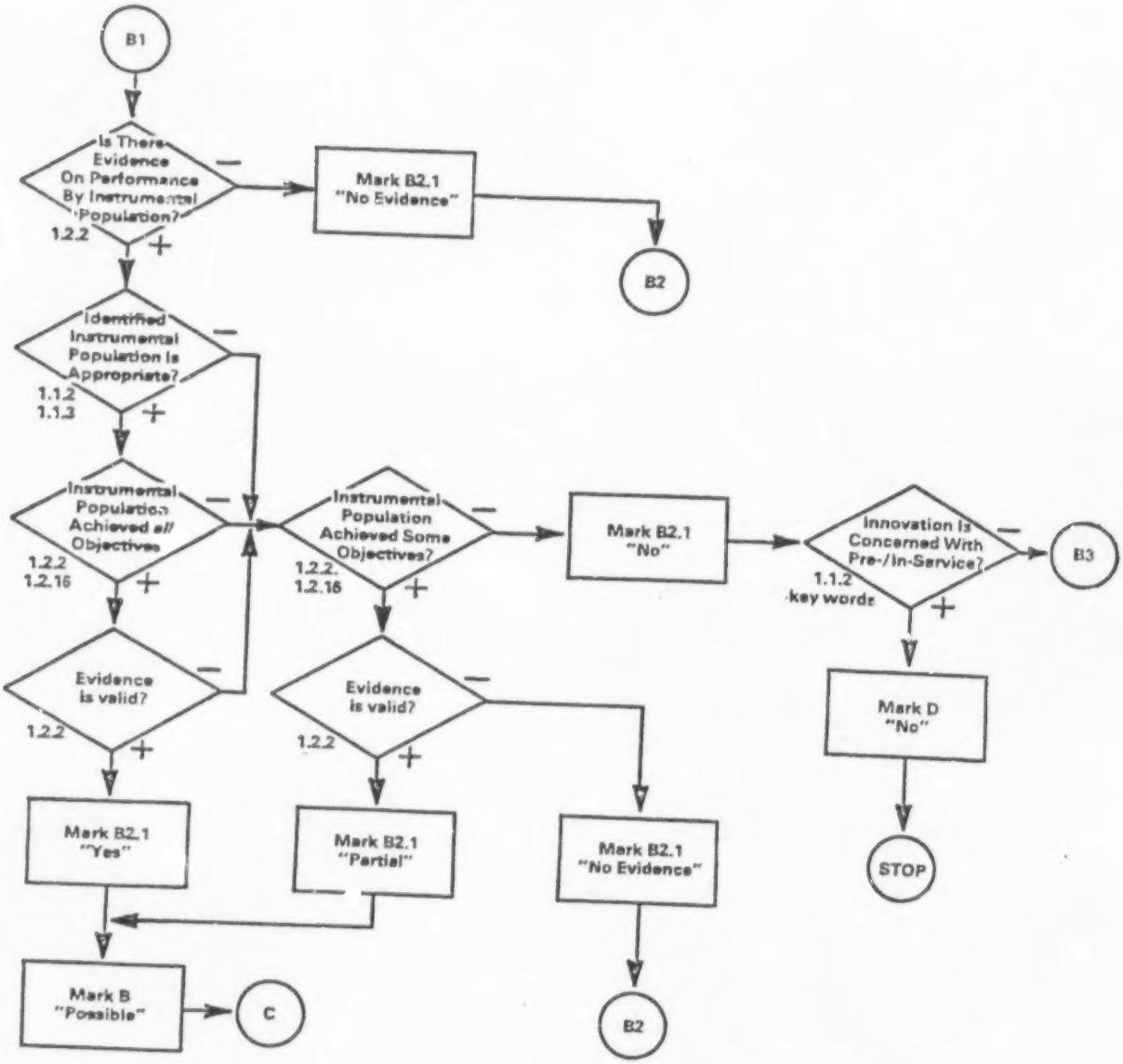
- C.1 Adaptability
- C.2 Communication
  - C.2.1 Descriptive Documents
  - C.2.2 Knowledgeable People
  - C.2.3 Ongoing Innovative

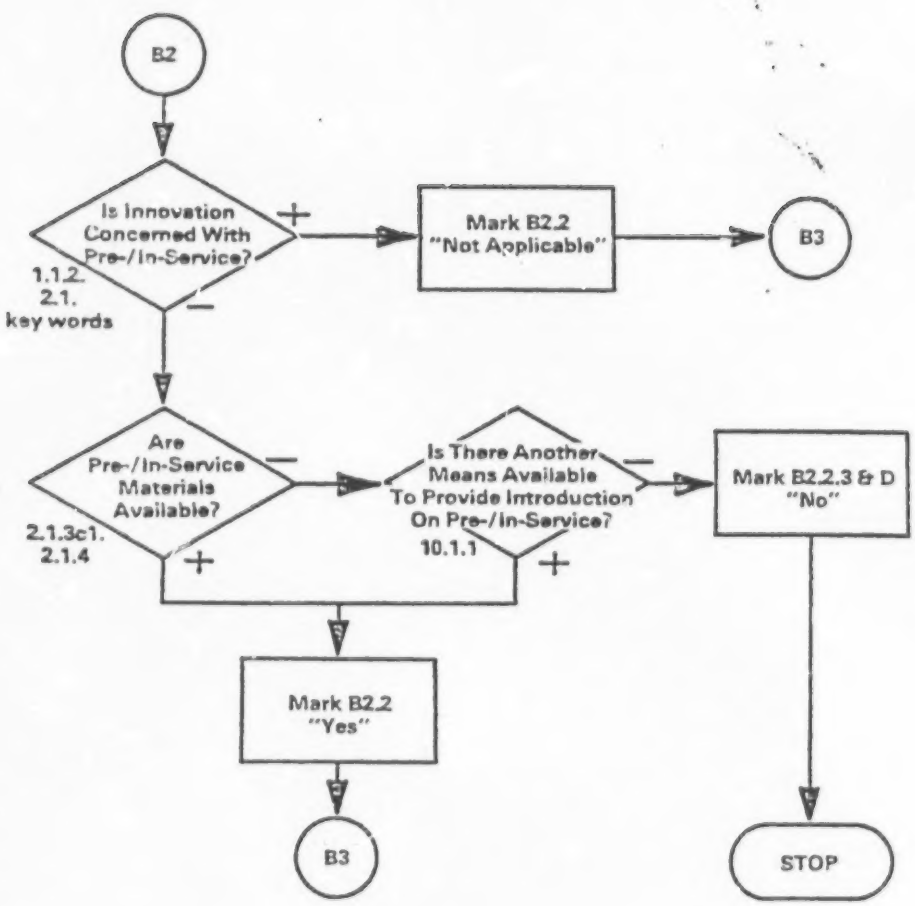
DECISION ON INCLUDING INNOVATION IN HANDBOOK

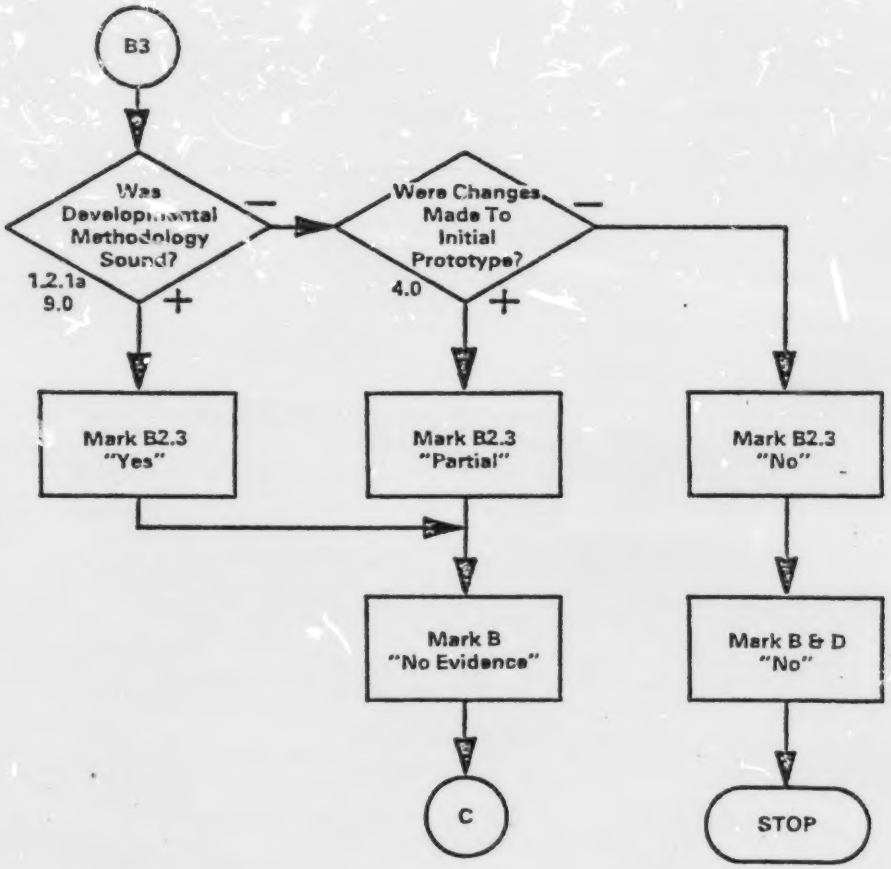
IF A	AND	B	AND	C	THEN	D IS
YES		YES		YES		YES
YES		YES		WITH RESERVATION		YES
YES		PARTIAL		YES		YES
YES		PARTIAL		WITH RESERVATION		YES
YES		POSSIBLY		YES		WITH RESERVATION
YES		POSSIBLY		WITH RESERVATION		WITH RESERVATION
YES		NO EVIDENCE		YES		WITH RESERVATION
YES		NO EVIDENCE		WITH RESERVATION		WITH RESERVATION
NO						NO
		NO				NO
				NO		NO

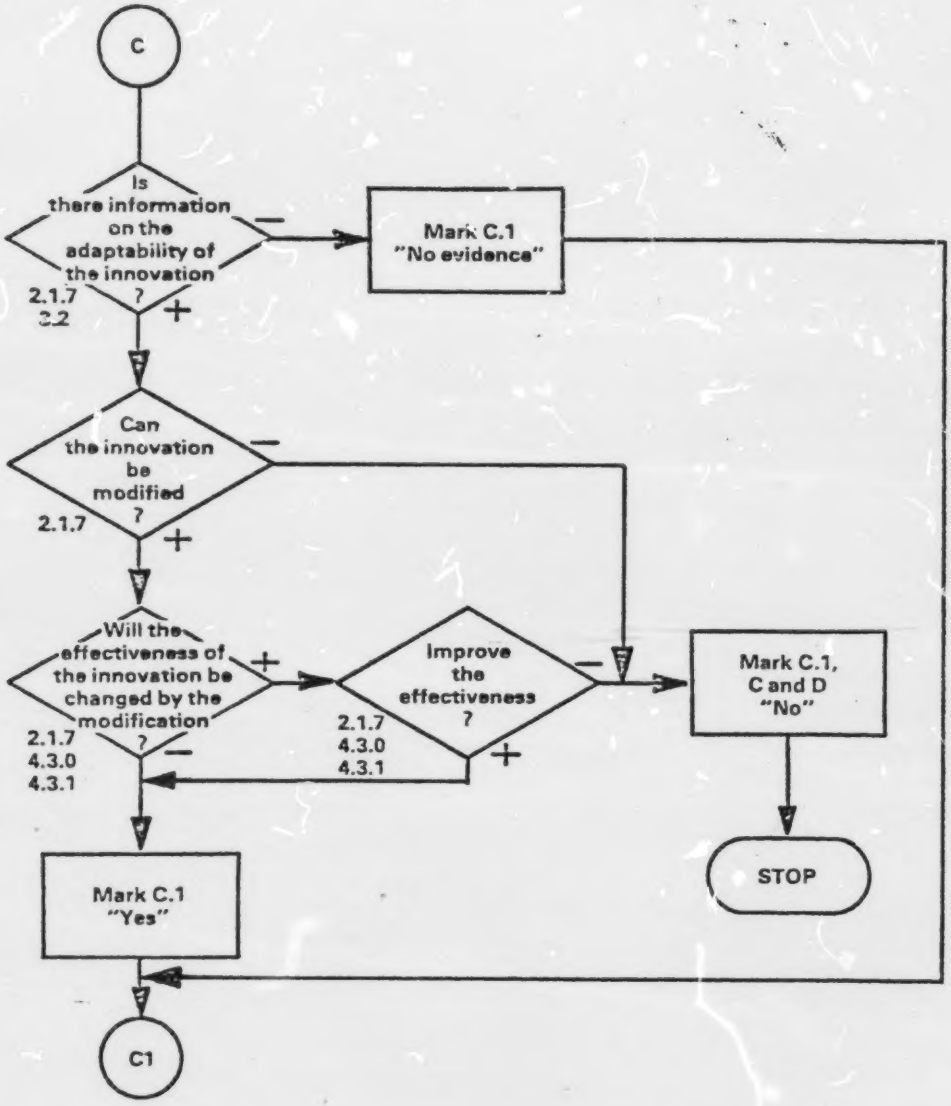

START
Are 1 or more career development areas addressed ?
key words
Mark A.1 "No"
Mark A.1 "Yes"
Are 1 or more functions (priorities) addressed by the innovation ?
key words
Mark A.2 "No"
Mark A.2 "Yes"
Is the population for the innovation restrictive ?
1.1.1a + 1.1.1b + 1.1.1c or 1.1.2 a or 1.1.3a
Can the innovation be used with a larger population ?
2.1.1a
Is the innovation aimed at students with special characteristics ?
1.1.1b
Is the innovation implemented in more than 10 other schools in Oregon ?
5.0
Is the primary document published commercially ?
2.1.4
Is the primary document used as prescribed by the publisher ?
2.1.4
Mark A.3 "No"
Mark A.3 and A "Yes"
A
Mark D "No"
STOP

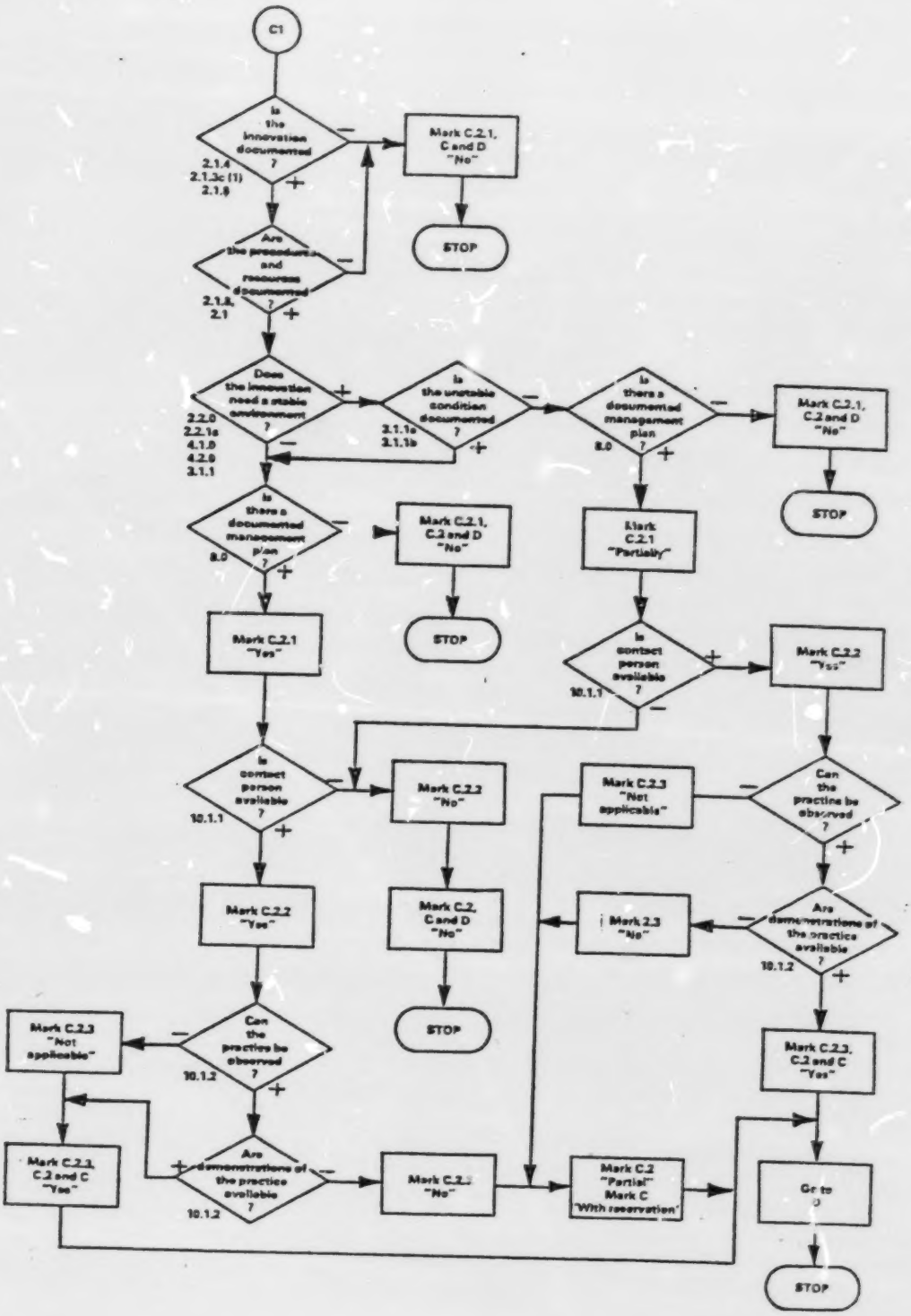

A
Is There Evidence On Student Performance?
1.2.2
Students Achieved All Objectives?
1.2.16
1.2.2
Students Achieved Some Objectives?
1.2.16
1.2.2
Mark B1 "No"
Mark D "No"
STOP
Evidence Is Valid?
1.2.2
Evidence Is Valid?
1.2.2
Mark B1 and B "Yes"
Mark B1 and B "Partial"
Mark B1 "No Evidence"
C
B1


B1
Is There Evidence On Performance By Instrumental Population?
1.2.2
Mark B2.1 "No Evidence"
B2
Identified Instrumental Population Is Appropriate?
1.1.2
1.1.3
Instrumental Population Achieved all Objectives
1.2.2
1.2.16
Instrumental Population Achieved Some Objectives?
1.2.2.
1.2.16
Mark B2.1 "No"
Innovation Is Concerned With Pre-/In-Service?
1.1.2
key words
B3
Evidence is valid?
1.2.2
Evidence is valid?
1.2.2
Mark D "No"
Mark B2.1 "Yes"
Mark B2.1 "Partial"
Mark B2.1 "No Evidence"
STOP
Mark B "Possible"
C
B2


B2
Is Innovation Concerned With Pre-/In-Service?
1.1.2.
2.1.
key words
+
Mark B2.2 "Not Applicable"
B3
−
Are Pre-/In-Service Materials Available?
2.1.3c1.
2.1.4
−
Is There Another Means Available To Provide Introduction On Pre-/In-Service?
10.1.1
−
+
+
Mark B2.2.3 & D "No"
Mark B2.2 "Yes"
B3
STOP


B3
Was Developmental Methodology Sound?
1.2.1a
9.0
Were Changes Made To Initial Prototype?
4.0
Mark B2.3 "Yes"
Mark B2.3 "Partial"
Mark B2.3 "No"
Mark B "No Evidence"
Mark B & D "No"
C
STOP


C
Is there information on the adaptability of the innovation ?
2.1.7
2.2
Mark C.1 "No evidence"
Can the innovation be modified ?
2.1.7
Will the effectiveness of the innovation be changed by the modification ?
2.1.7
4.3.0
4.3.1
Improve the effectiveness ?
2.1.7
4.3.0
4.3.1
Mark C.1, C and D "No"
STOP
Mark C.1 "Yes"
C1


C1
Is the innovation documented ?
2.1.4
2.1.3c (1)
2.1.8
Mark C.2.1, C and D "No"
STOP
Are the procedures and resources documented ?
2.1.8, 2.1
Does the innovation need a stable environment ?
2.2.0
2.2.1a
4.1.0
4.2.0
3.1.1
Is the unstable condition documented ?
3.1.1a
3.1.1b
Is there a documented management plan ?
8.0
Mark C.2.1, C.2 and D "No"
STOP
Is there a documented management plan ?
8.0
Mark C.2.1, C.2 and D "No"
STOP
Mark C.2.1 "Partially"
Mark C.2.1 "Yes"
Is contact person available ?
10.1.1
Mark C.2.2 "Yes"
Is contact person available ?
10.1.1
Mark C.2.2 "No"
Mark C.2.3 "Not applicable"
Can the practice be observed ?
Mark C.2.2 "Yes"
Mark C.2, C and D "No"
STOP
Mark 2.3 "No"
Are demonstrations of the practice available ?
10.1.2
Mark C.2.3 "Not applicable"
Can the practice be observed ?
10.1.2
Mark C.2.3, C.2 and C "Yes"
Mark C.2.3 C.2 and C "Yes"
Are demonstrations of the practice available ?
10.1.2
Mark C.2.3 "No"
Mark C.2 "Partial" Mark C "With reservation"
Go to D
STOP

APPENDIX C

PROMISING PRACTICES WRITE-UPS

PROMISING PRACTICE: Building Self-Awareness Through a Freshmen Career Education Class

CLEVELAND HIGH SCHOOL, Portland

GROUPS INVOLVED:
- Students, grade 9-12
- Teachers
- Counselors

PURPOSE:
- Guidance

EMPHASIS
- Life Roles
- Career Guidance Competencies

GROUP SIZE:
- 377 students - grade 9/year
- 65 students - grade 10-12/year
- 6 staff/year

ENVIRONMENT:
- Urban High School (1600 students)

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Spring and summer planning workshops
- Monthly meetings/academic year
- Career Guidance Coordinator
- Teacher and Counselor Developed Materials
- Commercial Materials

MATERIALS DEVELOPED:
- Planned course statements

EVALUATION:
- Classroom tested
- No student performance data

The Career Education Self Awareness (CESA) class is an exemplary component of the Cleveland High School career education program. The semester class is required of all freshmen and is an elective for others. Its purpose is to "bridge the gap" between the grade school and high school. The class achieves its purpose by infusing guidance competencies into classroom activities. Primary course objectives seek to help students learn more about themselves, build positive self-concepts, understand the dynamics of human relationships, and develop positive value systems. Classroom activities help students to learn about their interests and abilities, how to make choices and decisions, and how to relate these to opportunities provided by the school, community, and world of work. Emphasis is placed on how to develop a personal commitment, set goals and make plans for success in a variety of life roles.

MATERIALS DEVELOPED: Teachers and counselors have developed planned course statements. Course plans are available from the contact person listed below.

PROJECT BACKGROUND: Recognizing the need to "bridge the gap" between grade school and high school, teachers and counselors worked cooperatively to develop an orientation experience for students. They engaged in spring and summer planning workshops. They met monthly during the academic year to revise course materials. During these sessions teachers and counselors identified guidance competencies, teaching-learning activities, and instructional materials. Over half of the Cleveland faculty were involved in these activities. These activities were coordinated by the School's Career Guidance and Development Coordinator.

FOR FURTHER INFORMATION CONTACT:

Sue Sherry, Coordinator
Career Guidance & Development
Cleveland High School
3400 S. E. 26th Avenue
Portland, OR 97202

PROMISING PRACTICE: Infusion of Career Guidance Competencies Into Cross-Discipline Classrooms and Counseling Situations With the Aid of a Faculty Resource Center

CLEVELAND HIGH SCHOOL, Portland

GROUPS INVOLVED:
Teachers, 9-12
Counselors, 9-12
Administrators

PURPOSE:
Staff development

EMPHASIS:
Guidance
Interdisciplinary

GROUP SIZE:
52 teachers
6 counselors
2 administrators
1 Career Guidance coordinator

ENVIRONMENT:
Urban High School
(1600 students)

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Five 8-hour workshops for training/planning
Career Guidance Coordinator
Teacher and Counselor-developed materials
Commercial Products

MATERIALS DEVELOPED:
Selected activities for use in cross-discipline classes

EVALUATION:
Classroom tested
No performance data

To infuse career guidance competencies into cross-discipline classrooms and guidance situations, teachers and counselors engaged in extensive staff development sessions. The staff development effort was based on the concept that career education is an integral part of all instructional activities. Career education was not viewed as a separate, parallel program. As the staff development program evolved, it became evident that there was need for a career guidance resource center. Teachers and counselors needed a quiet area in which they could plan for instruction and/or guidance activities.

A faculty resource center was established where materials are housed that emphasize career guidance principles for cross-discipline and counseling situations. Materials are in the form of tapes, games, books, pamphlets, and visuals. The materials include many and varied career guidance competencies, e.g. decision making, valuing, self concept, interpersonal relationships, listening skills, learning skills, time scheduling, self awareness, career awareness, life styles, and interests. The center includes both teacher-developed and commercially produced materials.

MATERIALS DEVELOPED: Selected activities for use in cross-discipline classes. A list of these materials is available from the contact person listed below.

PROJECT BACKGROUND: For over ten years counseling and guidance personnel have assisted teachers by conducting activities in cross-discipline classrooms. As more and more requests were received for assistance, guidance and counseling personnel were hard pressed to fulfill these needs. Therefore, a staff development program was initiated to build the expertise of cross-discipline teachers and guidance personnel. Over half of the teaching staff participated in orientation, training, and planning workshops. A career guidance resource center was established to aid and abet the staff development program. Teacher-made materials were contributed to the resource center. The program coordinator continues to publicize lists and new acquisitions.

FOR FURTHER INFORMATION CONTACT:

Sue Sherry, Coordinator
Career Guidance & Development
Cleveland High School
3400 S. E. 26th Avenue
Portland, OR 97202

PROMISING PRACTICE: Forecasting and Scheduling High School Students Through Group Guidance and Arena Scheduling

JEFFERSON HIGH SCHOOL, Portland

GROUPS INVOLVED:
- Students, grades 9-12
- Teachers
- Counselors
- Aides
- Administrators

PURPOSE:
- Counseling/Guidance

EMPHASIS:
- Scheduling
- Educational Planning

GROUP SIZE:
- 1100 students/year
- 70 staff and administrators

ENVIRONMENT:
- Urban School (1100 students)

RESOURCES USED TO ACCOMPLISH OBJECTIVES
- 70 Staff/Administrators/year
- District Data Process System
- Closed circuit T.V. system
- Forecast Publication

MATERIALS DEVELOPED:
- Program of Studies
- Student schedule cards
- Data Process Schedule Input

EVALUATION:
- Staff Questionnaire
- Curriculum Council
- Curriculum Units

The Jefferson model facilitates the forecasting and scheduling of students through group guidance, a "Forecast Fair" and arena scheduling. All students, grades 9-11, are assigned to a "guide group." Each group has a "teacher-guide" leader. The teacher guides meet with their groups (approximately 15 students) to plan and prepare for the forecast function. A counselor, curriculum unit leader, and an administrator are also assigned to work with each group of teachers.

Teacher guides assist students with evaluation of their records, identification of courses needed, and in planning classes for the following year. Two or three group meetings may occur. The final meeting is held in conjunction with a Forecast Fair. Students go to the Fair which is held in the gymnasium. They talk with teachers of various courses. Here the students learn of the many and varied course requirements. Following the Forecast Fair, students return to their guide groups and list, on a forecast form, the courses they wish to take the following year. Information derived from the forecast forms is used to develop the master program.

In September students again meet their guide-groups. Here they receive a computer card which lists the classes chosen and a schedule of classes. The teacher guide helps students select their programs and accompanies them to the "Arena" (gymnasium arranged as in the Forecast Fiar). Students register, receive class cards, and complete a student schedule card. The teacher guide, counselors, and teachers are available to resolve problems and conflicts.

MATERIALS DEVELOPED: Appropriate forms and instructions were developed for the activity. These documents are available from the contact person listed below.

PROJECT BACKGROUND: A reduction in counseling staff created a need to develop an alternate means of helping students plan for and schedule their classes. Teachers, counselors, and administrators worked together to develop the Jefferson forecasting and scheduling model. Now all staff members take an active role in the planning and scheduling process.

FOR FURTHER INFORMATION CONTACT:

Hugh McGinnis
Jefferson High School
5210 N. Kerby
Portland, Oregon 97217

PROMISING PRACTICE: Fulfilling Career Competencies Through 11th and 12th Grade Career Exploration and Decision-Making Activities.

MADISON HIGH SCHOOL, Portland

GROUPS INVOLVED:
Students, grades 11-12
Teachers
Counselors

PURPOSE:
Guidance

EMPHASIS:
Decision-making
Career Exploration
Career Clusters

GROUP SIZE:
950 students/year
25 staff/year

ENVIRONMENT:
Urban School (1800 students)

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Staff person/2 periods day/1year

MATERIALS DEVELOPED:
Field trip guides
Slide show of cluster and cooperative classes
Checklist-activity sheets
Guest speaker review forms
Class visit review forms
Teaching unit

EVALUATION:
No validated data

To help students explore careers, make decisions, and complete their career education competencies the Catalyst for Careers project was initiated at Madison. A teacher from the school's own staff was named as the Catalyst. That teacher spearheaded project activities by attending department meetings, coordinating faculty activities, and working directly with students. The Catalyst served as the primary agent for change in the school environment. The Catalyst, with support from classroom teachers, gave individual attention to those students who had not completed appropriate career competencies. The Catalyst also significantly improved enrollment in cluster classes by initiating a program whereby all students become aware of these learning opportunities by actually visiting the cluster classrooms and/or laboratories. The Catalyst also revised Student Activities Checklists, correlated the career resources file with the CIS numbering system, and helped thirty-seven Vietnamese and Cambodian students master career development activities.

MATERIALS DEVELOPED: Many materials were developed jointly by the Catalyst and career coordinator. These materials facilitate the mastery of career education competencies. They include field trip outlines, panic sheets, office forms, guest speaker evaluation forms, class visit review forms, a slide presentation, and a teaching unit. These materials are available from the contact person listed below.

PROJECT BACKGROUND: Several problems gave rise to the Catalyst for Careers project. A large number of 11th and 12th grade students had not engaged in appropriate career exploration activities. Therefore, they were unable to make decisions regarding their career preparation and/or cluster enrollment. The problem was compounded when Madison tried to help Vietnamese and Cambodian students with their career development. The Catalyst was given the job of helping these students master these competencies. More specifically, the Catalyst was to extend career development experiences through the 11th and 12th grades so that students could engage in career exploration and decision making activities. Through these activities, it was hoped that students would be better equipped to make judgments about their career preparation and subsequent enrollment in career clusters.

FOR FURTHER INFORMATION CONTACT:

Cathy Williams
2735 N. E. 82nd Avenue
Portland, OR 97220

PROMISING PRACTICE: Utilizing a Student File Folder to Enhance Career Program Articulation

MADISON HIGH SCHOOL, Portland

GROUPS INVOLVED:
- Students: Grades K-12
- Teachers, K-12
- Parents, K-12
- Administrators
- Counselors
- Curriculum Support Person
- Career Education Coordinator
- Career Catalyst
- Career Specialist

PURPOSE:
- Articulation

EMPHASIS:
- Guidance and Counseling
- Community Resources
- Career Awareness
- Career Exploration

GROUP SIZE:
- 12 administrators/year
- 1800 high school students/year
- 3800 K-8 students/year
- 130 K-8 teachers/year
- 100 high school teachers/year
- 8 high school counselors/year

ENVIRONMENT:
- Urban School District
- Three primary schools
- Six K-8 schools
- One high school (1800 students)

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Curriculum Committee
- One staff person from each high school department
- Principal
- Vice-principal
- Counselor
- Career Coordinator
- Two teachers

MATERIALS DEVELOPED:
- Student file folder
- Career Program
- RPMS (Futuristics Unit)
- Student Checklists
- Planning Guide
- Visuals

EVALUATION:
- Classroom tested
- No student performance data

PUBLICATIONS LIST AVAILABLE FROM: Portland School District
P.O. Box 3107
Portland, OR 97208

To develop and implement a K-12 articulated career education program, personnel in the Madison High School attendance area participated in a cooperative developmental effort. Teachers from the high school and its feeder schools joined forces to articulate career development activities. Extensive staff development resulted in program revision at all levels. A number of documents were also developed by participating teachers and counselors. Among one of the more exemplary documents resulting from this effort was the student career education file folder and insert. It consists of a four-page folder where students record their mastery of career education competencies. The folder follows the student from feeder school to high school and provides baseline data on each student's career development.

MATERIALS DEVELOPED: The Student Career File Folder is supplemented with a number of other worthwhile documents; Exploratory Career Education Program, RPMS-Futuristics Unit, Student Checklists, Five-Year Planning Guide, parent materials and slides and transparencies. The RPMS (Futuristics Unit) may be purchased directly from Madison High School. Other materials may be secured from the district for a nominal fee.

PROJECT BACKGROUND: It was felt that a high school and its feeder schools can and should work together toward the common goal of providing an education for children living within their boundaries. The administration of each school, along with selected instructional staff, was involved in decision-making activities. Staff from local buildings were involved at every developmental stage to establish "ownership" of the project and thereby increase chances for implementation. Staff development was achieved through formal course work, task forces, and summer curriculum development workshops. Materials and processes were tested in classrooms and laboratories.

FOR FURTHER INFORMATION CONTACT:

Mrs. Cathy Williams
Madison High School
2735 N. E. 82nd Avenue
Portland, OR 97220

PROMISING PRACTICE: Exploring Careers Through An Interdisciplinary Career Education (ICE) Program

ROOSEVELT HIGH SCHOOL, Portland

GROUPS INVOLVED:
- Students, grades 9-10
- Counselor
- Teachers

PURPOSE:
- Career Exploration

EMPHASIS:
- Business
- Home Economics
- Industrial Arts
- Social Studies

GROUP SIZE:
- 300 Students/year
- 8 Teachers/year

ENVIRONMENT:
- Urban School (1200 students)

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Half-time Counselor
- Teacher and Commercially Developed Materials
- Speakers
- Field Trips

MATERIALS DEVELOPED:
- Courses of Study
- Supporting Documents

EVALUATION:
- Classroom Tested
- No Student Performance Data

To help 9th and 10th grade students know the self, understand the world of work and make a career choice, selected Roosevelt staff incorporated career education goals into four subject areas. Students are afforded nine week exploratory experiences in business, home economics, industrial arts, and social studies. Career exploration in the business area consists of experiences in distribution, clerical activities, accounting, data processing, and stenography. The home economics course offers students exploratory experiences in foods, home furnishings, child care, personal grooming, fashions, and related areas. Industrial arts provides students with "hands on" learning experiences in woodworking, drafting, metals, and electricity-electronics. Social studies covers the many areas of work concerned with the law of supply and demand, labor, management, and the like. The program maintains a close relationship with the career counselor and work coordinator. Students receive guidance through individual conferences, small group meetings and/or class meetings in the Career Center.

MATERIALS DEVELOPED: Courses of study for each of the nine week subjects were developed. Goals and anticipated learner outcome were also written for all four subjects. Similar materials were written for counseling activities.

PROJECT BACKGROUND: To help students meet required career competencies, the goals of career education were incorporated into the instructional activities of four subject areas. The teachers of business, home economics, industrial arts, and social studies met with the career counselor and developed learning experiences that facilitate career development. All subject area learning experiences are closely coordinated to minimize duplication of effort. Successful completion of the ICE program entitles the student to earn a career education unit.

FOR FURTHER INFORMATION CONTACT:

Phil Loprinzi
Roosevelt High School
6941 N. Central Street
Portland, OR 97203

PROMISING PRACTICE: Exploring Vocations Through a Cruise

GROUPS INVOLVED:
- Students, grades 9-12
- Counselors
- Teachers
- Administrators

PURPOSE:
- Career exploration

EMPHASIS:
- Marketing
- Office Occupations
- Industrial Mechanics
- Health Occupations
- Electronics
- Metals
- Graphic Arts
- Food Services

GROUP SIZE:
- 45 students/6 weeks
- 17 teachers/6 weeks

ENVIRONMENT:
- Urban High School (200 students)
- Alternative School

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- 1 Counselor
- 8 Vocational instructors
- 6 Academic instructors
- 2 Administrators

MATERIALS DEVELOPED:
- Student Handbook
- Fact Sheet
- Cruise Outline

EVALUATION:
- Classroom tested
- No validated evidence

VOCATIONAL VILLAGE HIGH SCHOOL, Portland

New students entering the Vocational Village select three vocations from eight career clusters. Each student spends one week learning the basics of the three chosen vocations. At the end of the cruise, the student and vocational instructors decide which one of the vocations will be explored in depth. A program of four academic periods and two vocational periods are scheduled for each student.

MATERIALS DEVELOPED: Vocational Village High School Student Handbook, 1976-77, was developed as an explanation of the procedures, schedules, forms, expectation, and philosophy necessary to process students into and out of this open-entry--open-exit, voluntary program. The Fact Sheet gives a short outline of the type of students permitted to attend Vocational Village, the career clusters offered, and information about previous graduation classes.

Materials may be obtained by writing to the contact person listed below.

PROJECT BACKGROUND: "The Cruise" was conceived by the faculty and counseling staff of Vocational Village because many students failed to complete a chosen vocational cluster. The "Cruise" has three features that help minimize the number of students asking to change vocations:

1. A "trying-out" of three vocations of the student's choice for one week.
2. A "final choice" of one of the three vocations at the end of the one-week period.
3. A "final approval and career counseling" by the vocational instructor in whose area the student chooses to remain.

FOR FURTHER INFORMATION CONTACT:

George D. Nordling, Principal
Lester C. Weber, Administrative Assistant
Thomas R. Vickers, Counselor
Vocational Village High School
5040 S. E. Milwaukie Avenue
Portland, OR 97202

APPENDIX D

INNOVATION DOCUMENTATION FORMAT

Submission Date_____

INNOVATION TITLE:_____

SCHOOL:_____Phone:_____

CONTACT PERSON:_____Extension:_____

POPULATION FOR INNOVATION: _____Students, age/grade_____How Many?____

_____Staff, specify_____How Many?____

_____Other, specify_____How Many?____

SUBJECT MATTER/SUPPORT AREA, Specify_____

_____

SPECIFY OBJECTIVES OF INNOVATION:

DESCRIBE THE SCOPE AND SEQUENCE OF THE INNOVATION:

DESCRIBE THE RESOURCES USED TO ACCOMPLISH THE OBJECTIVES:

LIST THE MATERIALS DEVELOPED AS A RESULT OF THIS EFFORT:

DESCRIBE THE PROCEDURES USED TO EVALUATE THE INNOVATION:

FIRST DRAFT

ONCE UPON A PROJECT

An Adapter's Guide

Career Guidance and Counseling

Secondary Schools

June, 1978

once upon a project.....

it all began one day at a conference in Portland when two counselors were talking over coffee. why is it that Portland school's are experiencing a low ebb in school counseling? why is it that there is no designated leadership in school counseling for the district? what has happened within this large, city school district to the spirit of counseling?

and so these two individuals took it upon themselves to design an informal plan of action: just a simple way to get school counseling off the ground again in Portland schools, and to initiate that spirit of professional counseling which stimulates positive regard.

the plan was simple in nature. the cost was minimal. the expectations were high. there was a ray of hope which surrounded the plans...hoping to develop within the Portland counselors renewed confidence in themselves and in their programs and services to students.

this manual provides you with the simple plan. as participation in the project grew, so did the confidence and the positive regard. as the district recognized the project, so did more counselors. teachers and administrators became participants. as the second phase of the project operated, more involvement with students was generated through effective counseling and guidance programs and services.

when phase II was completed (the second year of the project) the influence of the project had spread from a small group of counselor volunteers (20 in number) to 85 project participants. the influence of the project spread into the corners of the state...through word of mouth, through conference presentations and through the continual support of the Portland counselors and administrators.

now there looks as if there will be a phase III. people are seeing value in the project goals, objectives, activities and OUTCOMES. is it foreseeable that the intent of the project could spread to other districts and build a similar confidence among school counselors and their collegues?

the same two counselors hold in their hearts the same ray of hope: that these ideas might bring a new spirit towards counseling in the schools!

it was all done through the vehicle of CAREER GUIDANCE! and when it was properly defined and understood career guidance was counseling and guidance. schools and students feel impact, and held new realizations. school counselors enjoyed confidence, new skills, greater understandings, and are experiencing the joy of increased involvement and positive regard.

A D A P T E R ' S G U I D E :

A UNIFIED APPROACH TO CAREER GUIDANCE AND COUNSELING AND PROGRAM DEVELOPMENT, IN SECONDARY SCHOOLS.

A CAREER GUIDANCE PROJECT OF THE PORTLAND PUBLIC SCHOOLS
DIRECTOR OF CAREER EUDCATION: MR. MARV RASMUSSEN
PROJECT DIRECTOR: MRS. LOUISE LOTHSPEICH, COUNSELOR

This guide provides the fundamental steps necessary to understand, plan, develop and implement a similar project in your school district.

The guide is composed of the philosophy, goals and objectives coupled with their activities and outcomes and the strategies of implementation of the project.

The guide serves as a beginning: helping you to understand the project and its major purposes and outcomes. You are encouraged to contact the project director for further information and assistance.

Adapter's Guide written and submitted by:
Dr. Jan Welle, Guidance Specialist & Consultant
June, 1978

P R O J E C T D E S C R I P T I O N : A UNIFIED APPROACH TO CAREER GUIDANCE AND COUNSELING, AND PROGRAM DEVELOPMENT, IN SECONDARY SCHOOLS.

BACKGROUND

"The counselor is a key person in the career education concept...the degree to which counseling and guidance will be affected by career education is neither clear nor obvious...the career education movement, and the guidance movement, are both faced with crucial decisions regarding future directions...both have much to gain by joining forces."

Kenneth B. Hoyt
Career Education: Challenges for Counselors
1974

Portland Public School Counselors needed an avenue through which to strengthen the direction of counseling in their schools. The vehicle became that of career guidance. It has been an effective means and model.

THE PROBLEM

Portland School Counselors faced the typical dilema of lack of acceptance of the role of the school counselor in the schools, they were feeling little support for the work they were doing in the schools, and there was a general lack of confidence in school counseling. There were school counselors in each high school. There was no one designated as a leader of the counseling staffs in the schools, and there was little direction provided for counseling programming in the district. Counselors felt fragmented through the three geographical areas of the district. There was a general lack of district-wide communications concerning the counseling programs. The problems of this large, urban school district were like many problems experienced throughout the schools in Oregon. The needs expressed were common needs of counselors and of counseling. The resolution of these needs was formulated in a simple plan of action: a district-wide career guidance project.

FORMULATION OF THE PROJECT

A simple plan was designed to meet these common counseling and guidance needs. The plan's purpose was to provide some resolution to the professional counselor-felt needs within the schools, as well as some of the district needs.

Strategies

The following is a listing of the simple strategies utilized to initiate the plan:

- Involve a district administrator who supports counseling (indirectly or directly). You need a district level person who can take your concerns to district administrators.
- Designate one counselor to coordinate project activities. Simply ask the person to provide leadership. It should be done on school time: this is a key position in the project.
- Coordinator establishes and opens lines of communications with counselors and administrators.
- Coordinator provides assistance to the administrators who represent you, and to counselors in the district.
- Coordinator designs and develops a CAREER GUIDANCE INSERVICE CONFERENCE. The purpose is to call all counselors in the district together. Learn about career guidance, how closely it ties with what you are already doing. Learn how it can resolve some of your counseling needs in the district.
- Coordinator asks for counselors to volunteer participation in the conference through their attendance.
- Coordinator initiates conference with its details: facilities, speakers, consultants, materials, evaluations. (Don't forget release time for counselor participants!)
- Conference agenda:
  - What is career guidance?
  - Learn about common models of delivering career guidance.
  - Discover the vehicle career guidance provides counseling in the schools.
  - Brainstorm basic needs of counseling in the district: list them.
- Develop a plan of action to be taken on the prioritized needs of counseling in your district.

Project Process is Cyclical

The process of the project centers around (1) getting the action started, (2) then getting committment, (3) evaluating results of actions taken, (4) making specific recommendations for further actions, and (5) communicating clearly these needs throughout the district.

FORMULATION OF THE PLAN OF ACTION

The plan of action is developed from the prioritized needs established by the counselors in the project. To formulate your plan of action, follow these steps:

Step One: List prioritized needs. Choose one need to resolve first.
Step Two: Define ways to take action to resolve the need.
Step Three: Prescribe specific activities which will resolve the needs.
Step Four: Implement the activities.
Step Five: Evaluate activities to assure degrees of success in needs resolution.
Step Six: Report your evaluation to district administrator, counselors and significant others.
Step Seven: Define a second need.
Step Eight: Follow the steps as suggested above.

Communications are important!

The project will assist you in developing effective communication links with school staffs and district administrators. Communications are the key toward the improvement of your counseling programs.

FUNCTIONS OF THE COORDINATOR OF THE PROJECT

The project coordinator will be the catalyst through which appropriate activities, workshops and inservice opportunities will be made available. The coordinator will:

Provide appropriate inservice opportunities, based upon identified needs, for development of Career Guidance and Counseling plans.

Maintain a regular, ongoing exchange of project experiences and information among administrators and counselors in participating schools.

Provide cooperative and other appropriate meeting opportunities for counselors and administrators in participating schools.

Project Coordinator, Continued

Emphasize importance of focusing on programming for disadvantaged, handicapped, and gifted students; also, developing sensitivity of sexual stereotyping.

Establish a clearer focus and prioritization of responsibilities for counselors in the total delivery system for Career Guidance and Counseling.

Implement strategies for involving total school staff personnel in each of the participating schools.

Identify and implement the Career Guidance and Counseling competency training needed to upgrade and renew the counselors of participating schools; coordinate staff development activities necessary for counselors to utilize the competencies; develop administrative support.

Meet with a citizens' Advisory Committee or a task force charged by the Advisory Committee to study Career Guidance and Counseling.

Maintain open, two-way communication with Area and Building Administrative personnel.

Maintain a daily log of planning, activities, outcomes, experiences and costs for the purpose of documentation and evaluation.

Maintain a complete file of all materials used, including workshops.

THE PROJECT IS.....

a RESOURCE for informational exchanges: within the district or from without the district... regarding counseling and guidance.

a RESOURCE for staff development opportunities related to counselors and/or counseling and guidance.

a PROJECT which establishes the means for supporting efforts of counseling in the schools and counselors as professionals.

P R O J E C T P H A S E S

The following are the specific details of the project providing a glimpse of the total project concept.

PORTLAND PUBLIC SCHOOLS PROJECT: A UNIFIED APPROACH TO CAREER GUIDANCE AND COUNSELING AND PROGRAM DEVELOPMENT, IN SECONDARY SCHOOLS.

Project Coordinator: Mrs. Louise Lothspeich, Certified School Counselor
Project Consultant: Dr. Jan Welle, Guidance Specialist
Director of Career Education in Portland Schools: Mr. Marv Rasmussen

Funding contributed by Oregon Department of Education:

Phase I:	$10,000	(1976-1977)
Phase II:	$10,000	(1977-1978)
Phase III:	$15,000	(1978-1979)

Accomplishments to date

PHASE ONE: 1976-1977

Career guidance and counseling was established as a vehicle through which counselors could improve their services to students.

Encouraged attitudinal changes among counselors...moving toward involvement with the total staff, group work with students, and curriculum responsibilities.

Demonstrated the need for counselor renewal.

Established an ongoing system for communication among counselors.

Fostered a positive regard toward counseling and guidance in the district.

Demonstrated the need to improve counseling and guidance programs and services.

PHASE TWO: 1977-1978

Managing the surveying of student needs (10,000 students were assessed in Portland schools)

Assisting and supporting in the writing of local building plans for Guidance and Counseling which will result in the infusion of the career guidance concepts into the over-all program, involving both secondary and middle schools in Portland.

Provide inservice and staff development opportunities for administrators and counselors in the "how to" aspects of the process to refocus the emphasis written into the plans.

Develop strategies which will facilitate a cooperative effort of counselors, teachers, and administrators toward upgrading career guidance and counseling programs.

PHASE THREE: 1978-1979 --- PROPOSED OUTCOMES AND THRUST OF THE PROJECT

Continue momentum toward REFOCUSING COUNSELING AND GUIDANCE

Provide leadership through active involvement in the process of IMPLEMENTING THE BUILDING PLANS: accountability in counseling.

Provide inservice and staff development opportunities for upgrading skills, defining areas of concern and determining solutions to problems and issues.

Assess current use of the CIS and determine ways to use it more effectively.

Demonstrate the transportability of the process for Implementing Change that has been developed through the project: involving two districts outside of Portland.

Develop strategies to promote a teaming of the personnel who are specifically responsible for providing career guidance services: work experience coordinators, counselors, career resource specialists, and curriculum administrators.

WHO CAN PARTICIPATE IN THE PROJECT?

Any counselor, administrator or other staff member dealing with counseling and guidance in the schools.

WHAT CAREER GUIDANCE CONCEPTS DO YOU LEARN ABOUT AND DEVELOP SKILLS FOR PERFORMANCE IN COUNSELING?

The major career guidance concepts center around the EIGHT BASIC CAREER GUIDANCE COMPETENCIES--- developed by a 4-State Task Force as a beginning upon which institutions may build. They represent a part of the concept which is career education and will be useful to educators regardless of how they view or define career education.

ENABLE LEARNERS TO IDENTIFY AND CLARIFY PERSONAL ABILITIES, INTERESTS AND VALUES IN RELATION TO THEIR CAREER DEVELOPMENT.

ENABLE LEARNERS TO DISCOVER THE INTERACTIONS AMONG LIFE ROLES, PERSONAL LIFE STYLES AND OCCUPATIONAL CHOICES.

DEMONSTRATE A KNOWLEDGE OF APPROPRIATE USE OF COMMERCIALLY PRODUCED AND TEACHER-MADE TESTS IN ASSISTING THE LEARNERS IN THEIR CAREER DEVELOPMENT.

PROVIDE THE LEARNER WITH OCCUPATIONAL INFORMATION.

IDENTIFY AND USE SCHOOL AND COMMUNITY RESOURCES WHICH WILL ASSIST THE LEARNERS IN THEIR CAREER DEVELOPMENT.

ENABLE LEARNERS TO IDENTIFY AND UNDERSTAND THE DIFFERENCES IN WORKING RELATIONSHIPS ASSOCIATED WITH VARIOUS OCCUPATIONS.

ENABLE LEARNERS TO ACQUIRE AND APPLY DECISION-MAKING SKILLS.

WORK WITH THE LEARNER TO INVOLVE PARENTS IN THE LEARNER'S CAREER DEVELOPMENT.

These eight basic career guidance competencies are indeed basic guidance concepts which the school counselor embraces in the art of school counseling daily in the school.